

# Using the CTI to Assess Client Readiness for Career and Employment Decision Making

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Florida State University

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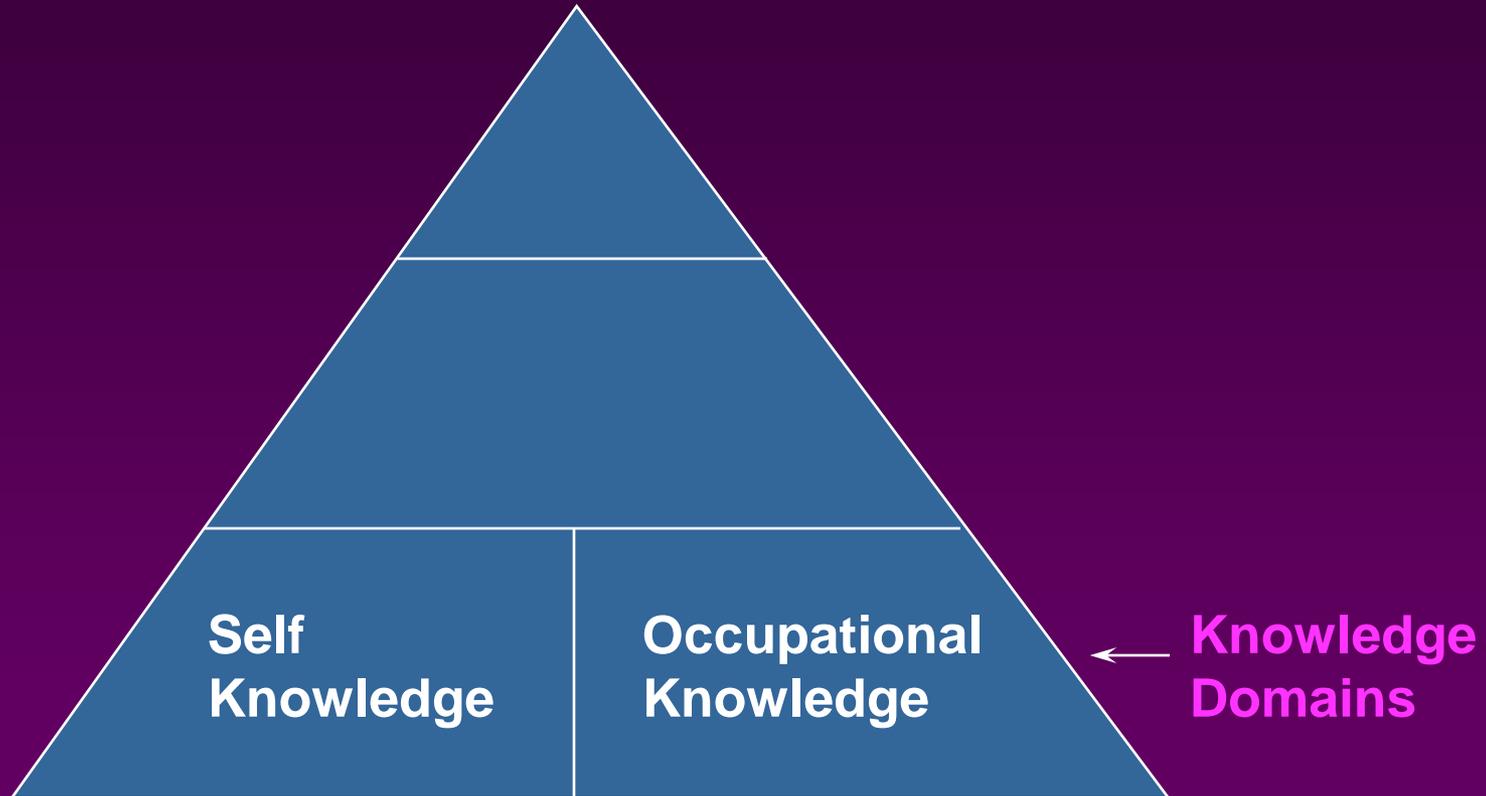
# Challenges We Face

- More clients to serve
- Provide existing or expanded services with the same or fewer resources
- Changing technology

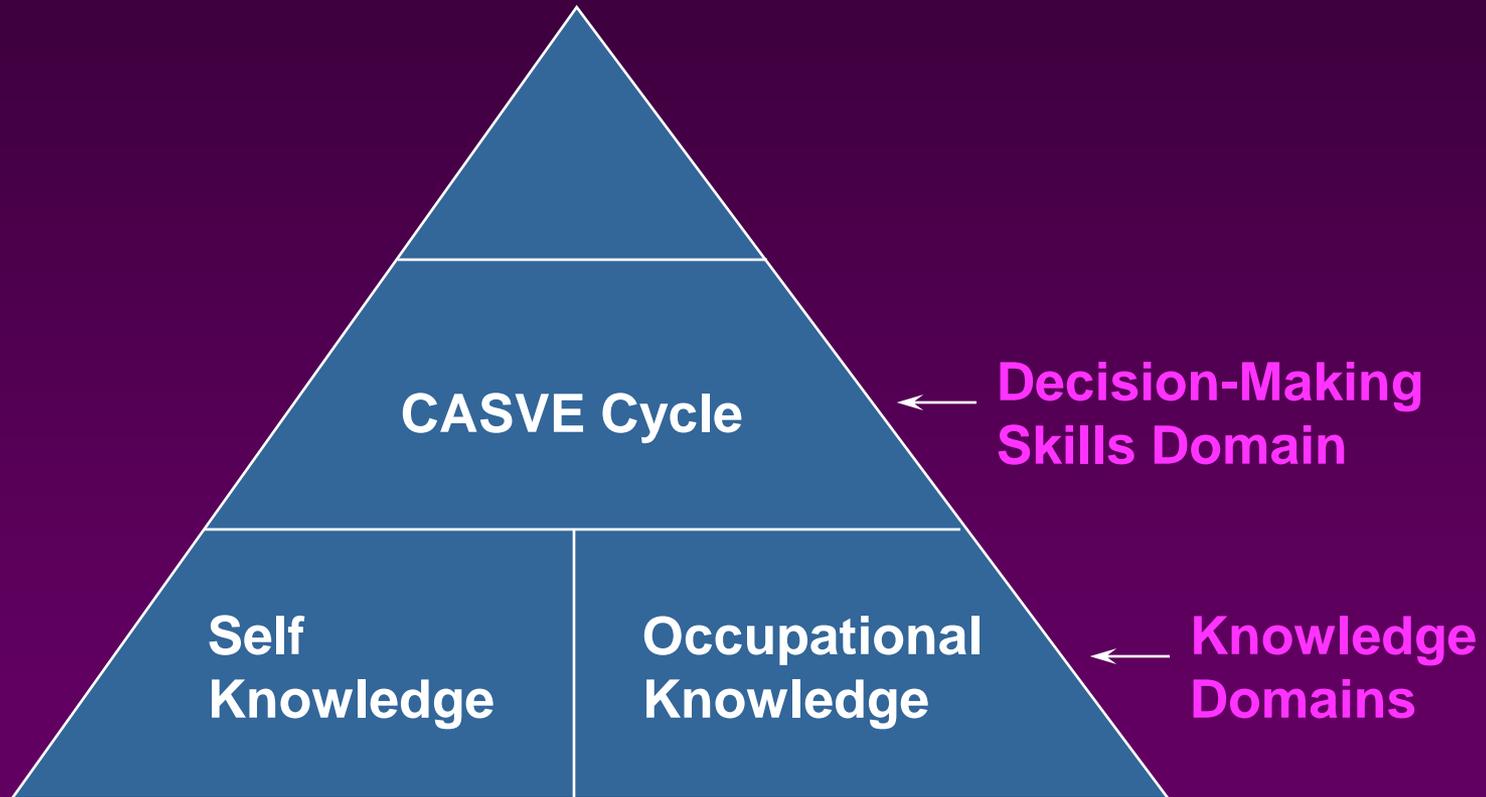
# Cost-Effective Career Services

Avoid **overserving** or **underserving** individuals by using readiness assessment (screening) to match needs with services

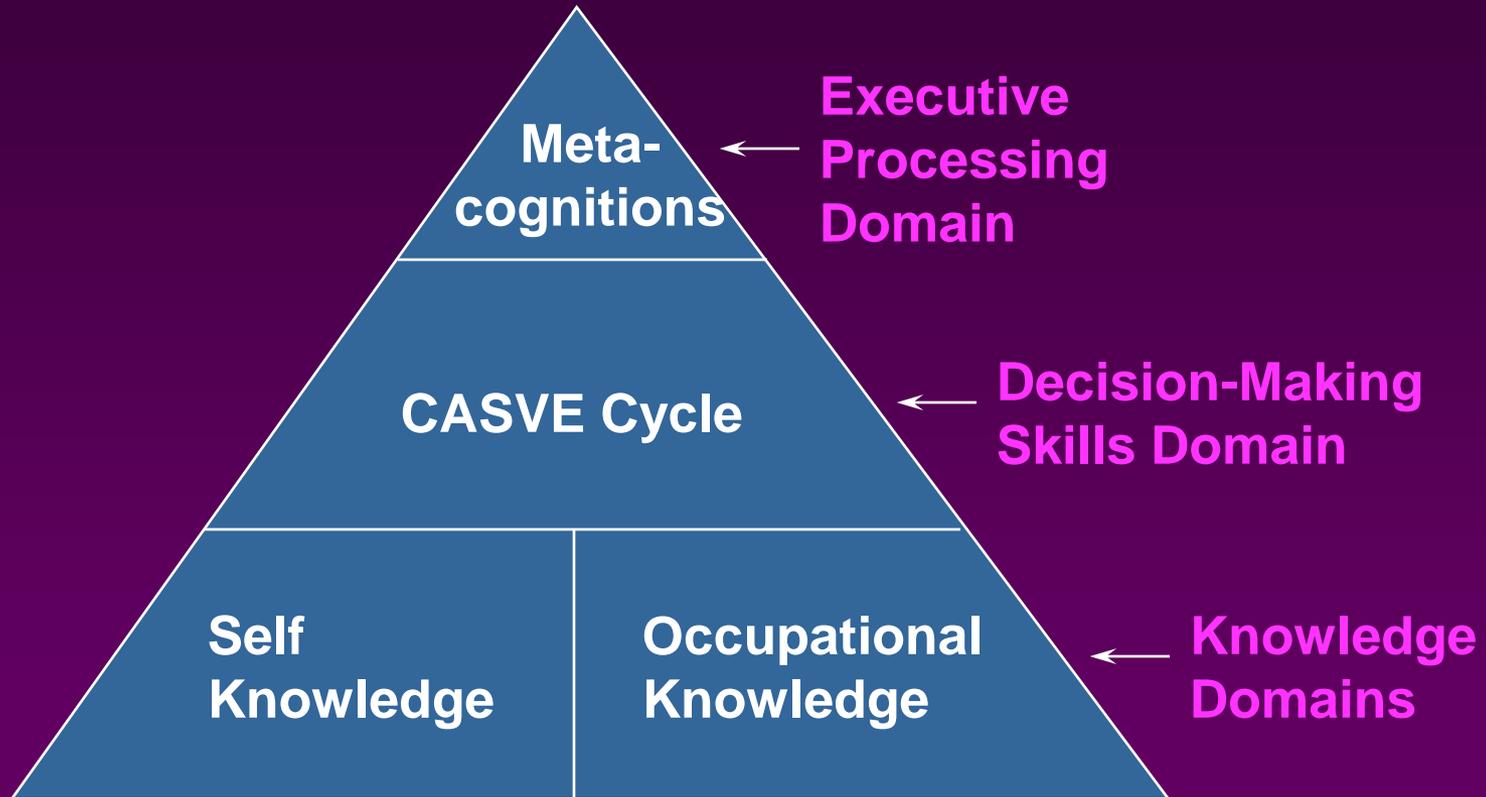
# Pyramid of Information Processing Domains



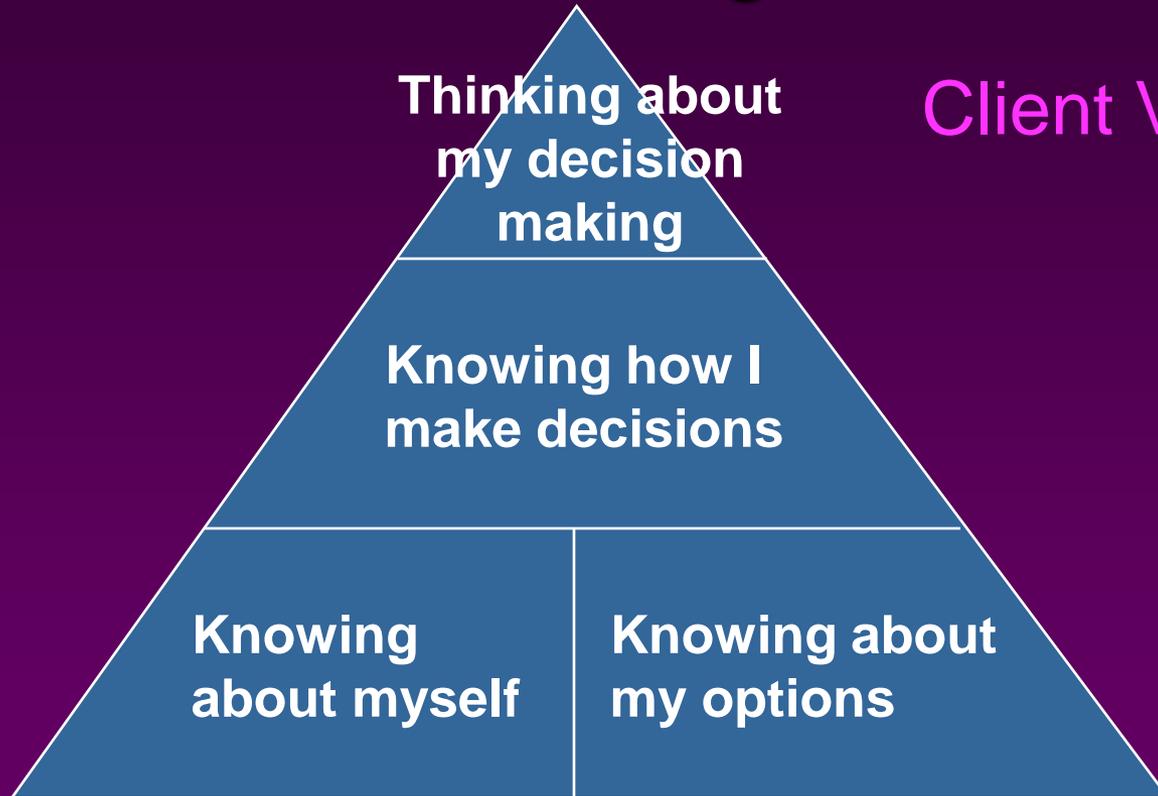
# Pyramid of Information Processing Domains



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# Pyramid of Information Processing Domains



Client Version

# CASVE Cycle

**Communication**  
**Identifying the  
problem - the gap**

# CASVE Cycle

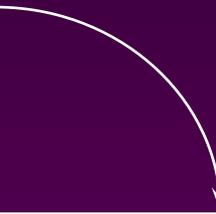
**Communication**  
Identifying the  
problem - the gap



**Analysis**  
Thinking about  
alternatives

# CASVE Cycle

**Communication**  
Identifying the  
problem - the gap

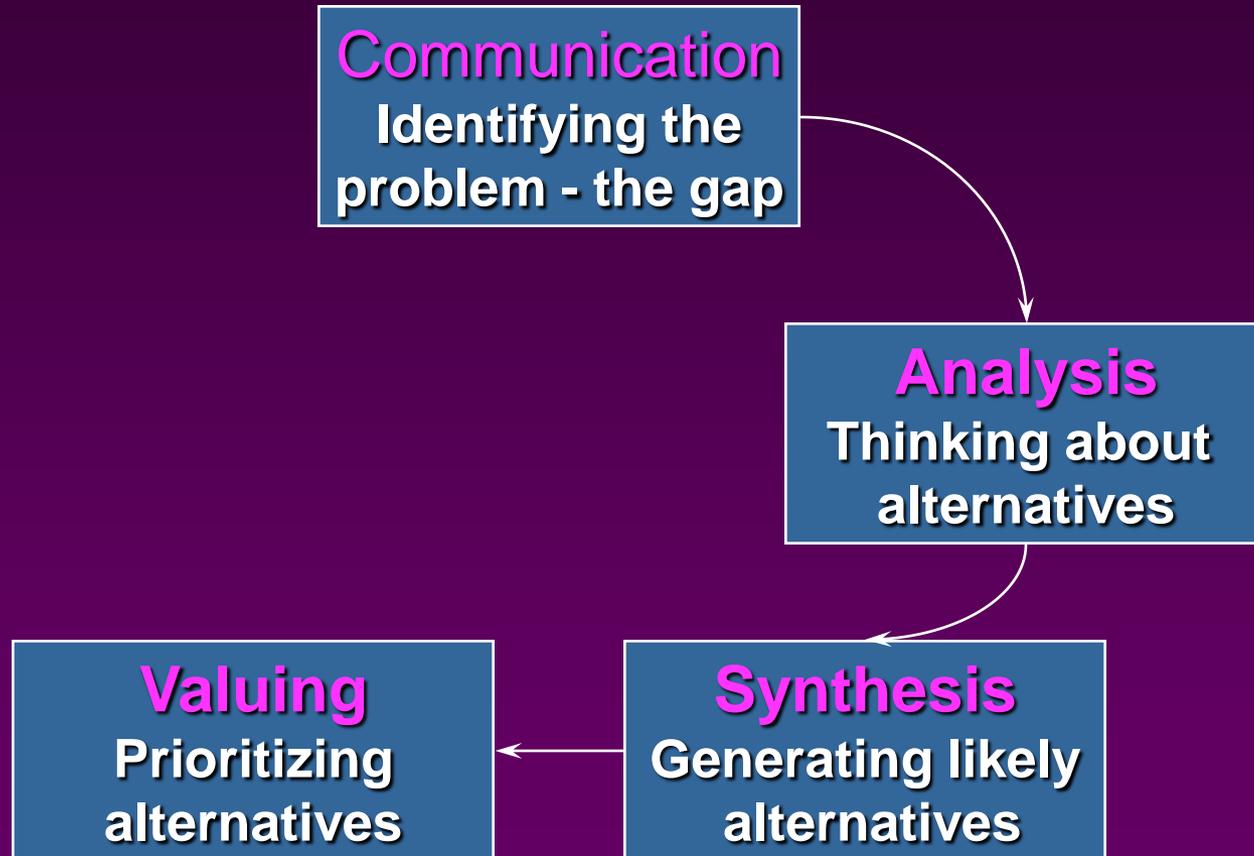


**Analysis**  
Thinking about  
alternatives

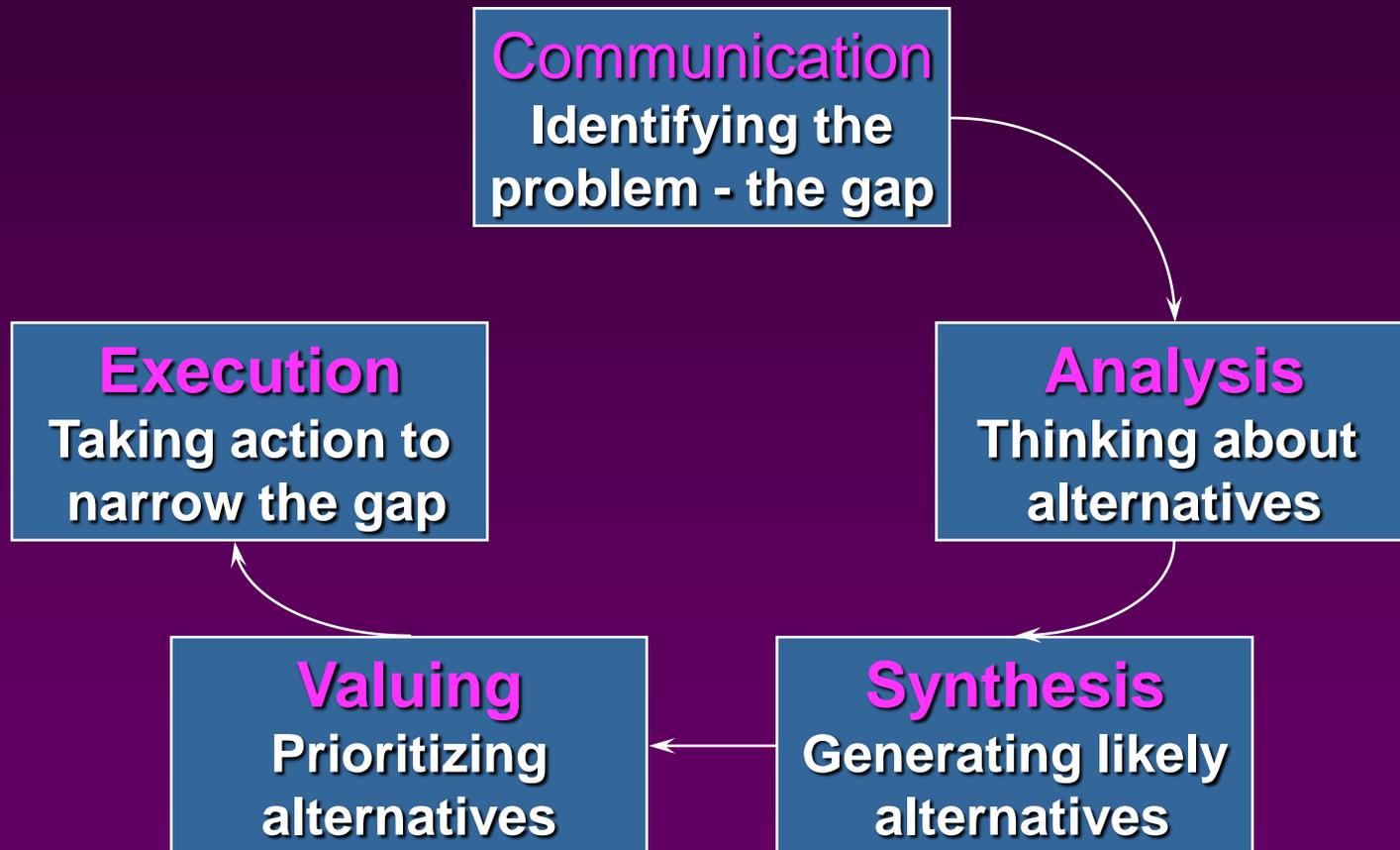


**Synthesis**  
Generating likely  
alternatives

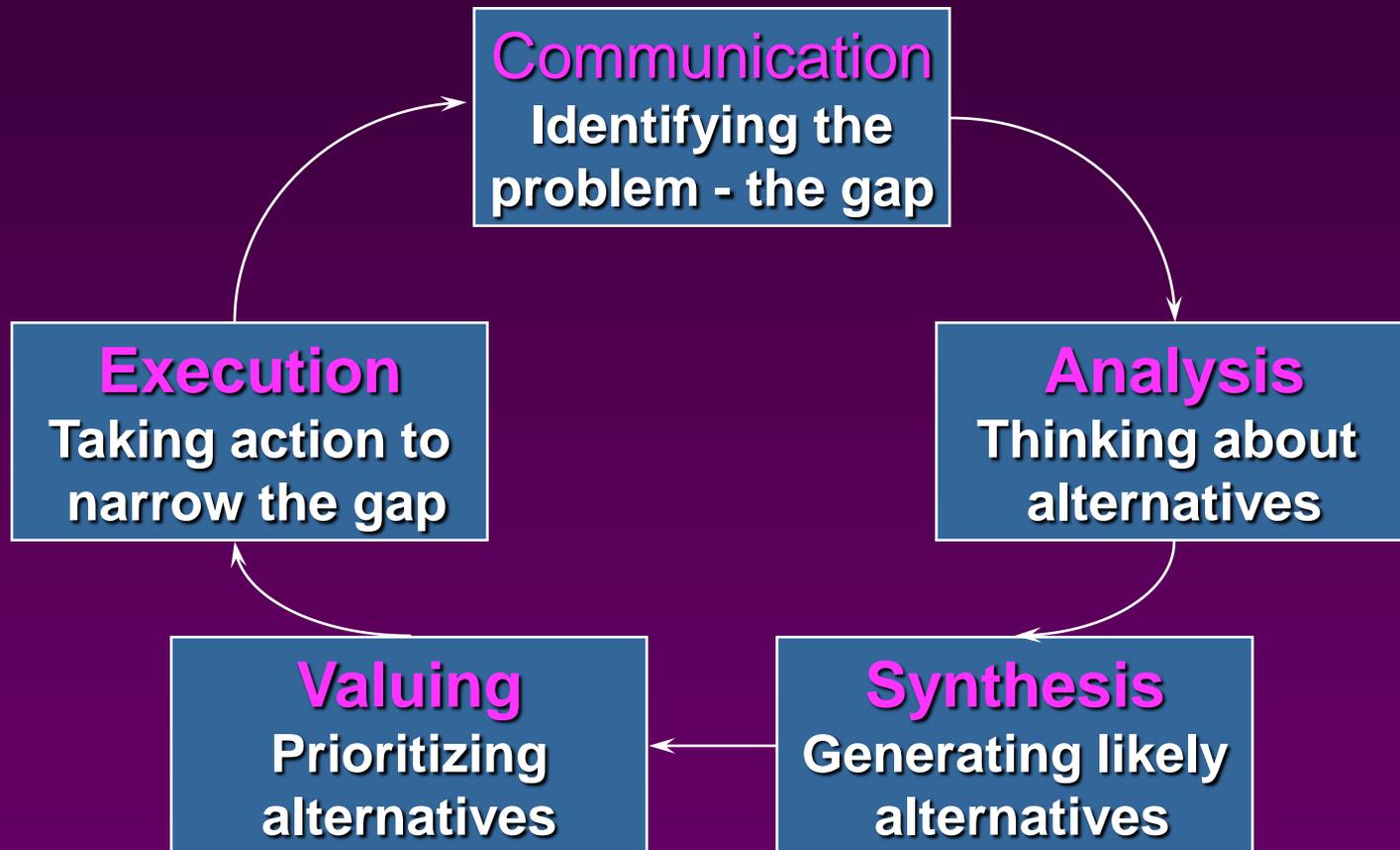
# CASVE Cycle



# CASVE Cycle

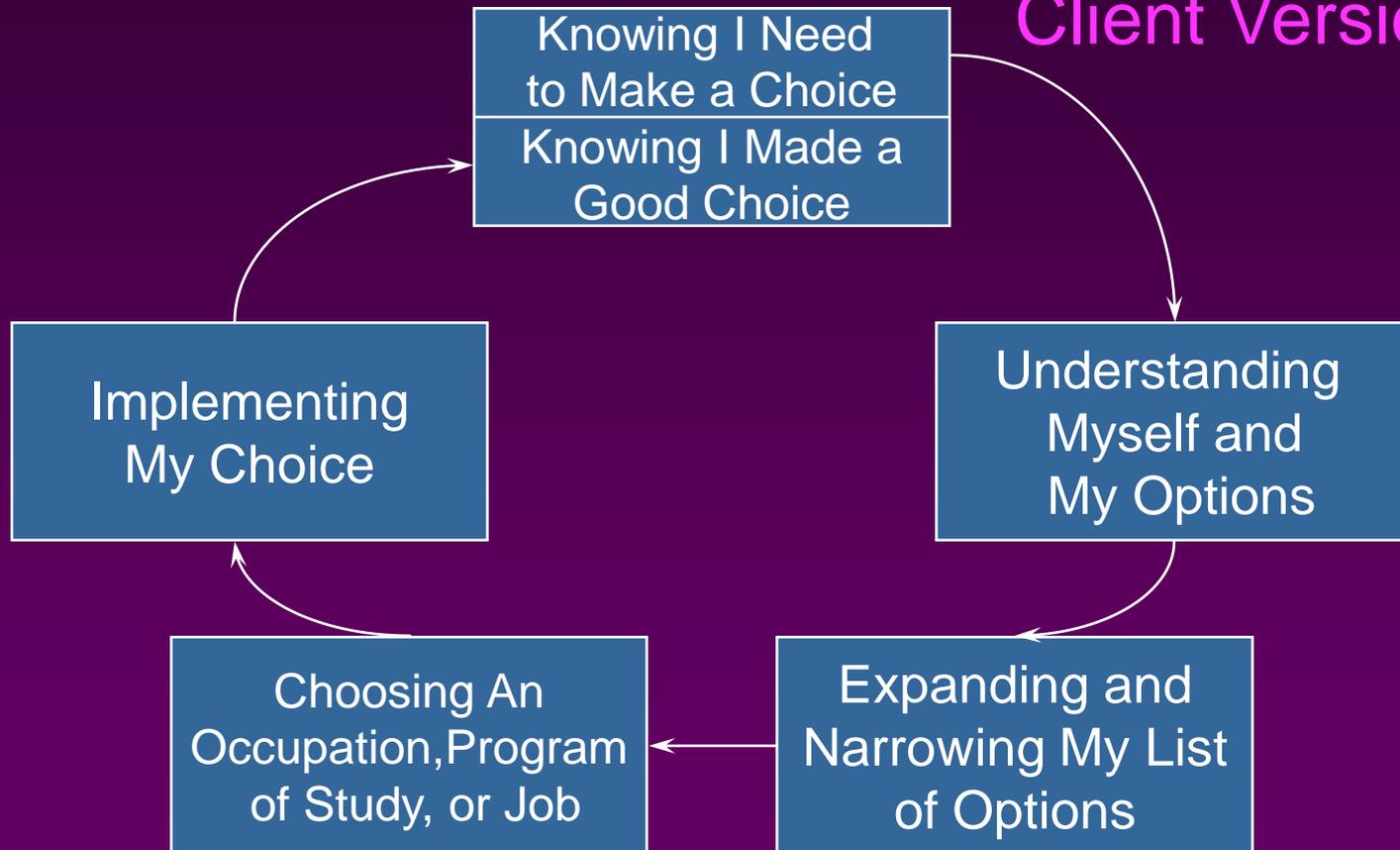


# CASVE Cycle



# CASVE Cycle

Client Version



# Readiness

The **capability** of an individual to make appropriate career choices taking into account the **complexity** of family, organizational, social, and economic factors that influence career development

# Readiness Model

**Capability**

(low)



(high)

# Capability

Cognitive and affective capacity to engage in effective career choice behaviors

# Capability

- **Honest** exploration of values, interests, and skills
- **Motivated** to learn about options
- Able to **think clearly** about career problems
- **Confident** of their decision-making ability
- Willing to **assume responsibility** for problem solving
- Aware of **how** thoughts and feelings influence behavior
- Able to **monitor and regulate** problem solving

# Readiness Model

**Complexity** (high)

(low)

# Complexity

Contextual factors, originating in the family, society, employing organizations, or the economy, that make it more difficult to solve career problems and make career decisions

# Complexity

- **Family** factors
- **Social** factors
- **Economic** factors
- **Organizational** factors

# Family Factors

- Family responsibilities and influence
  - may support or detract
- **Deferral**, e.g. compromise career development to meet needs of spouse or children or parents
- **Role overload**, e.g. roles of worker, parent, son/daughter, homemaker, student
- **Dysfunctional family input**, e.g., over-functioning parents

# Social Factors

- **Social support**, e.g. modeling, networking, and caring - good
- **Discrimination**, e.g. gender, race, ethnicity, age, religion, sexual orientation, disability status, obesity, poverty, and immigration status - bad
- **Stereotyping, lack of role models, bias in education, and harassment in education and employment** - bad

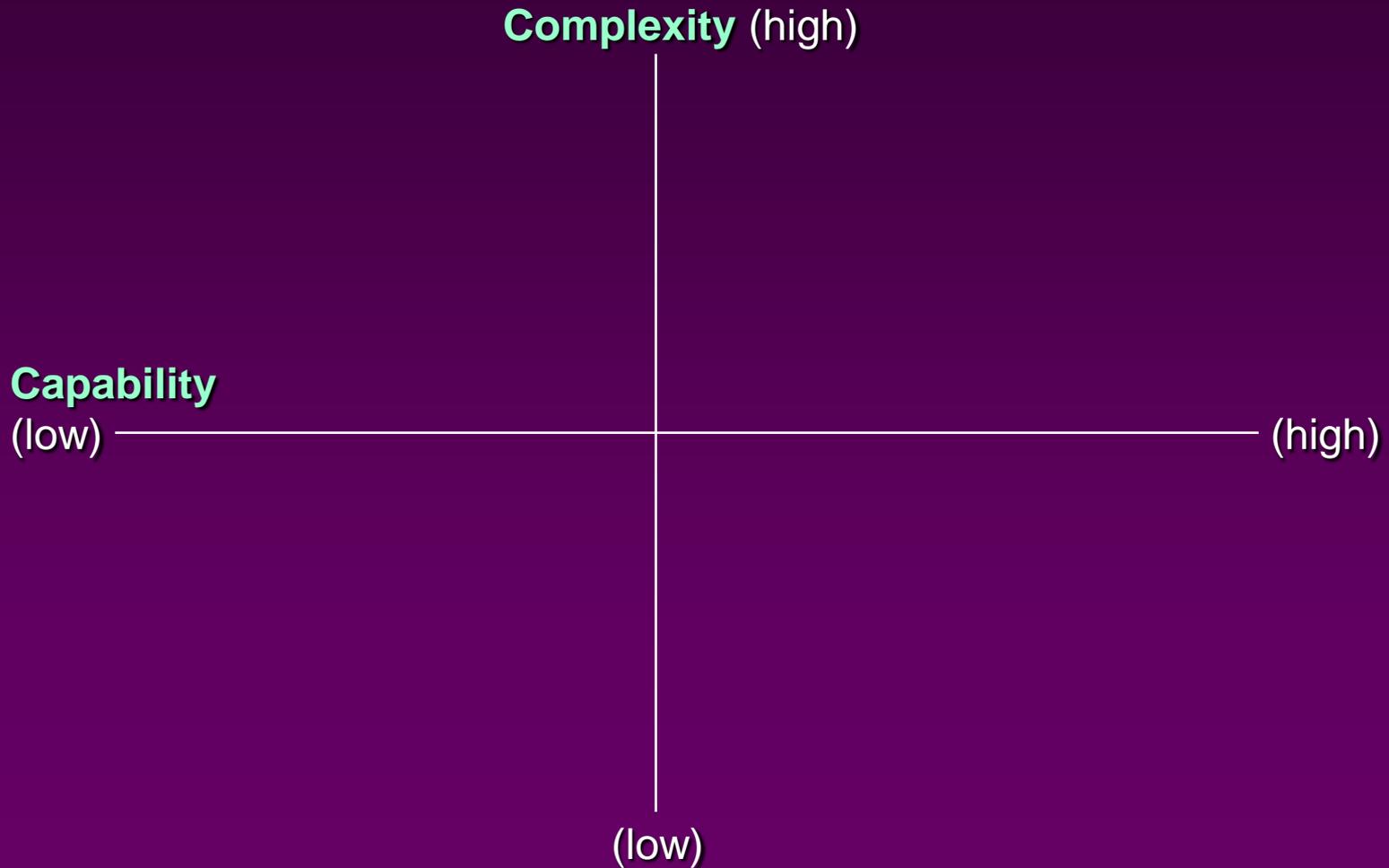
# Economic Factors

- **General**, e.g. rate of change in the labor market - influences stability of occupational knowledge
- **Personal**, e.g.
  - influence of poverty on housing, health care, and childcare
  - difficulty in funding education and training

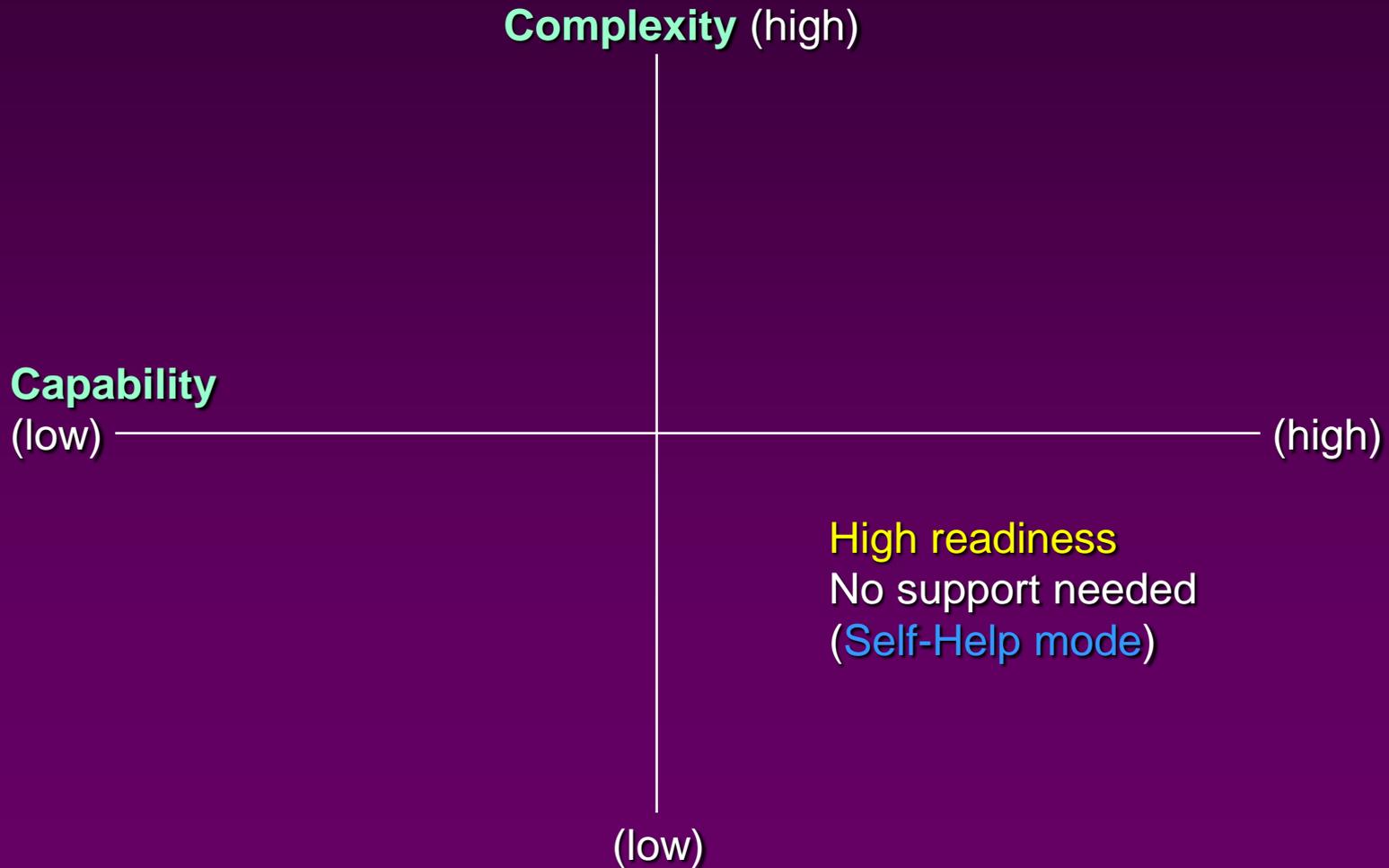
# Organizational Factors

- **Size**, e.g. large organizations with an internal employment market
  - more options, more complexity
- **Organizational culture**, e.g. amount of support provided for career development -
  - less support, more complexity
- **Stability**, e.g., less predictable opportunity structure, more complexity

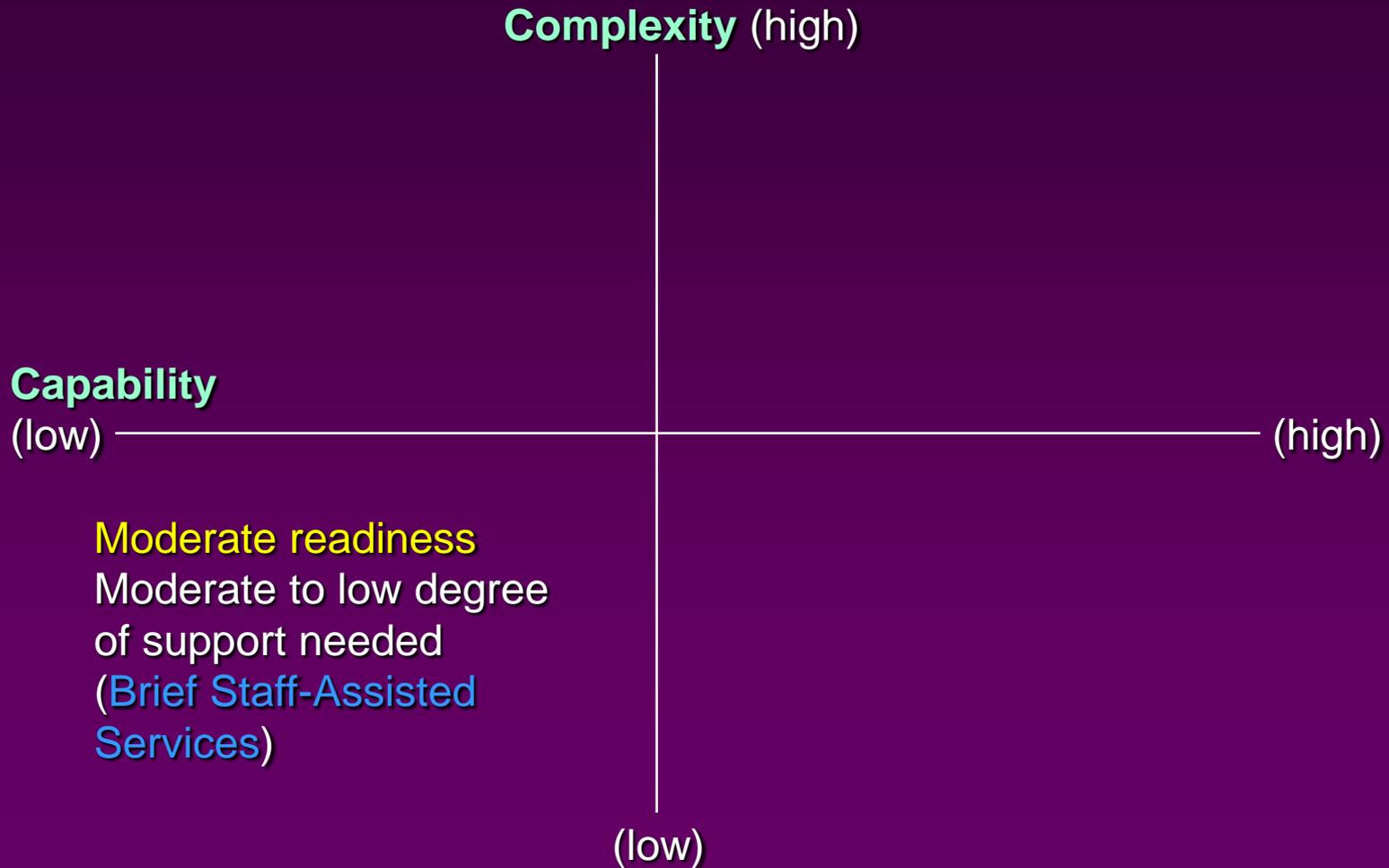
# CIP Readiness Model



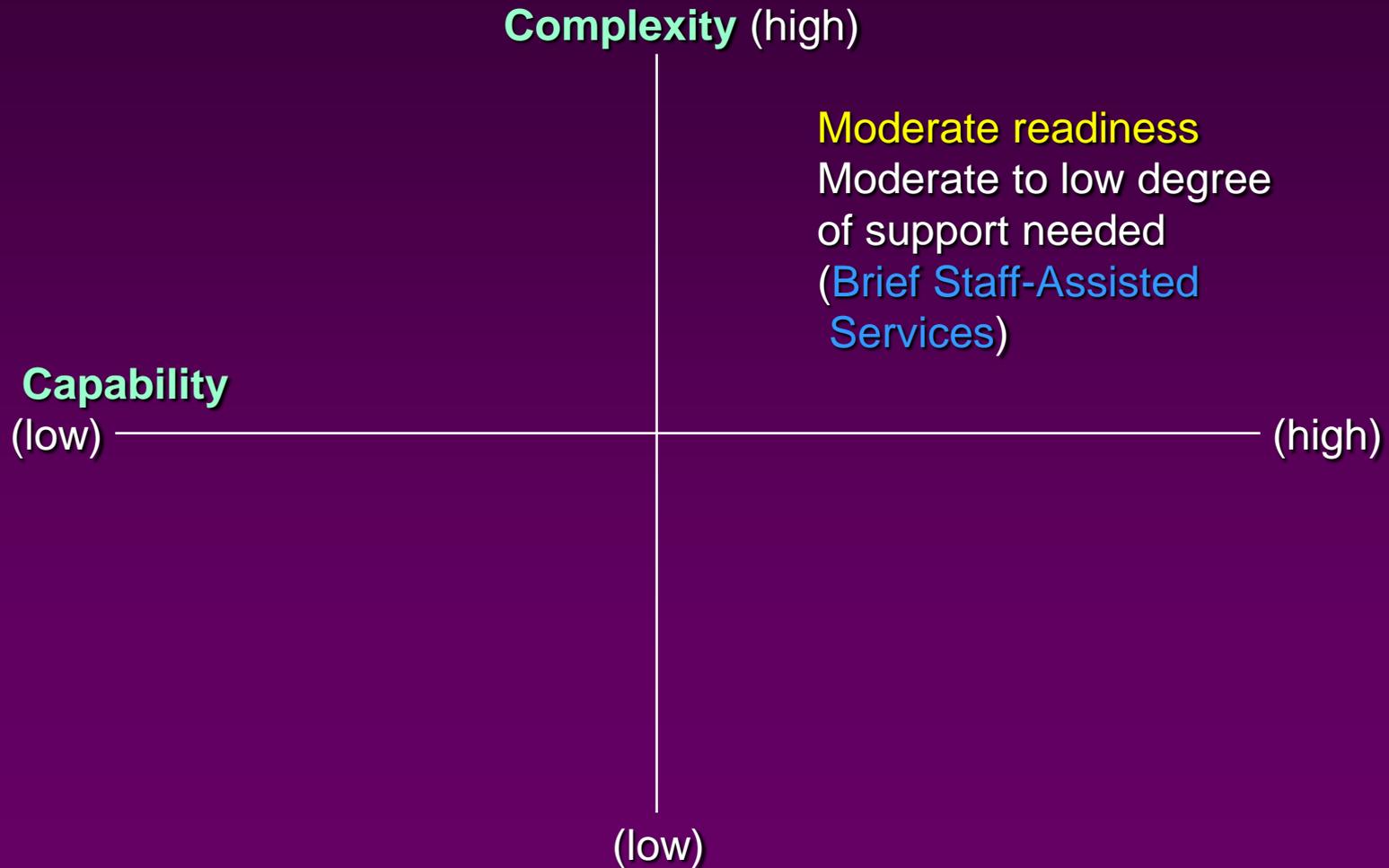
# CIP Readiness Model



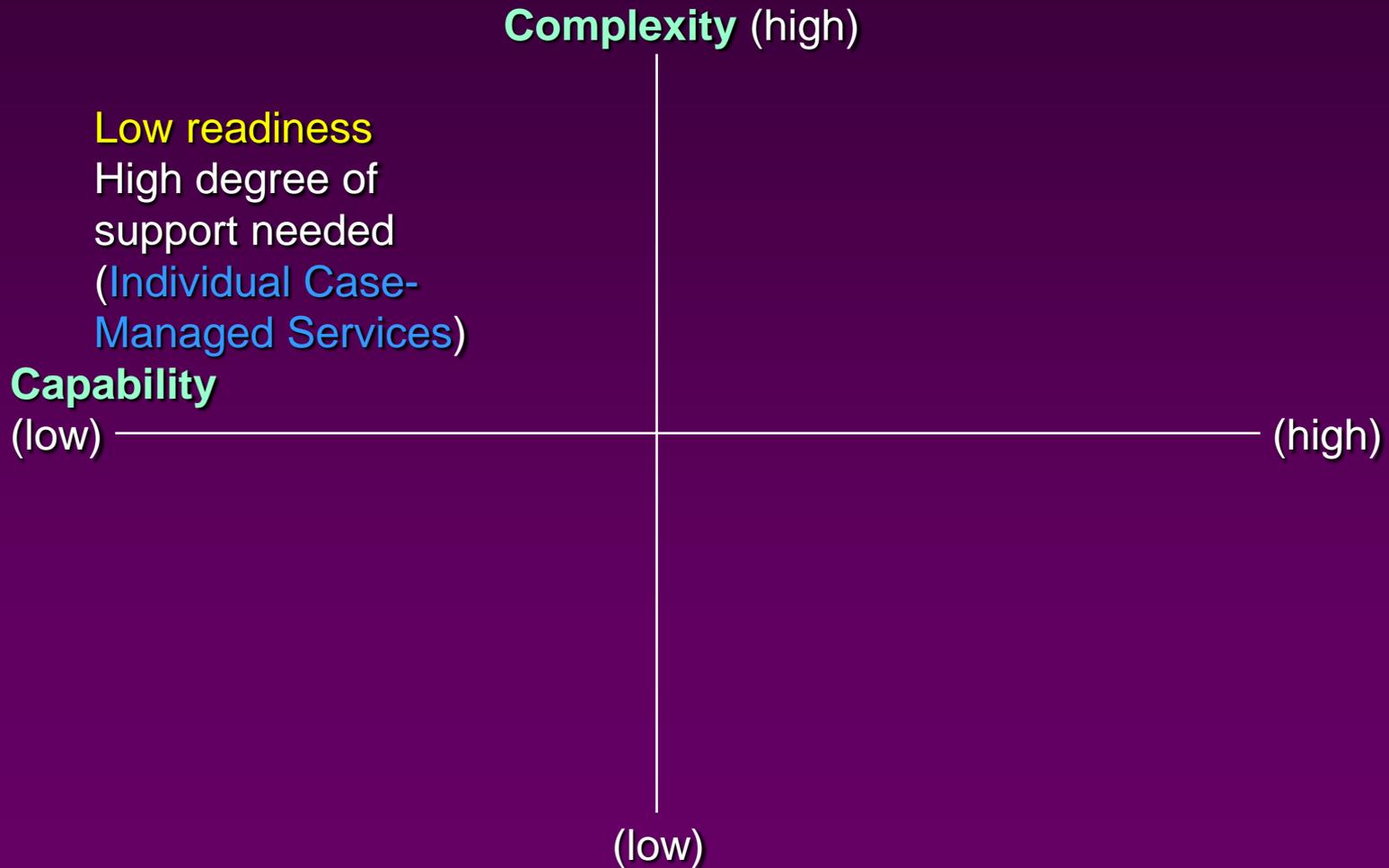
# CIP Readiness Model



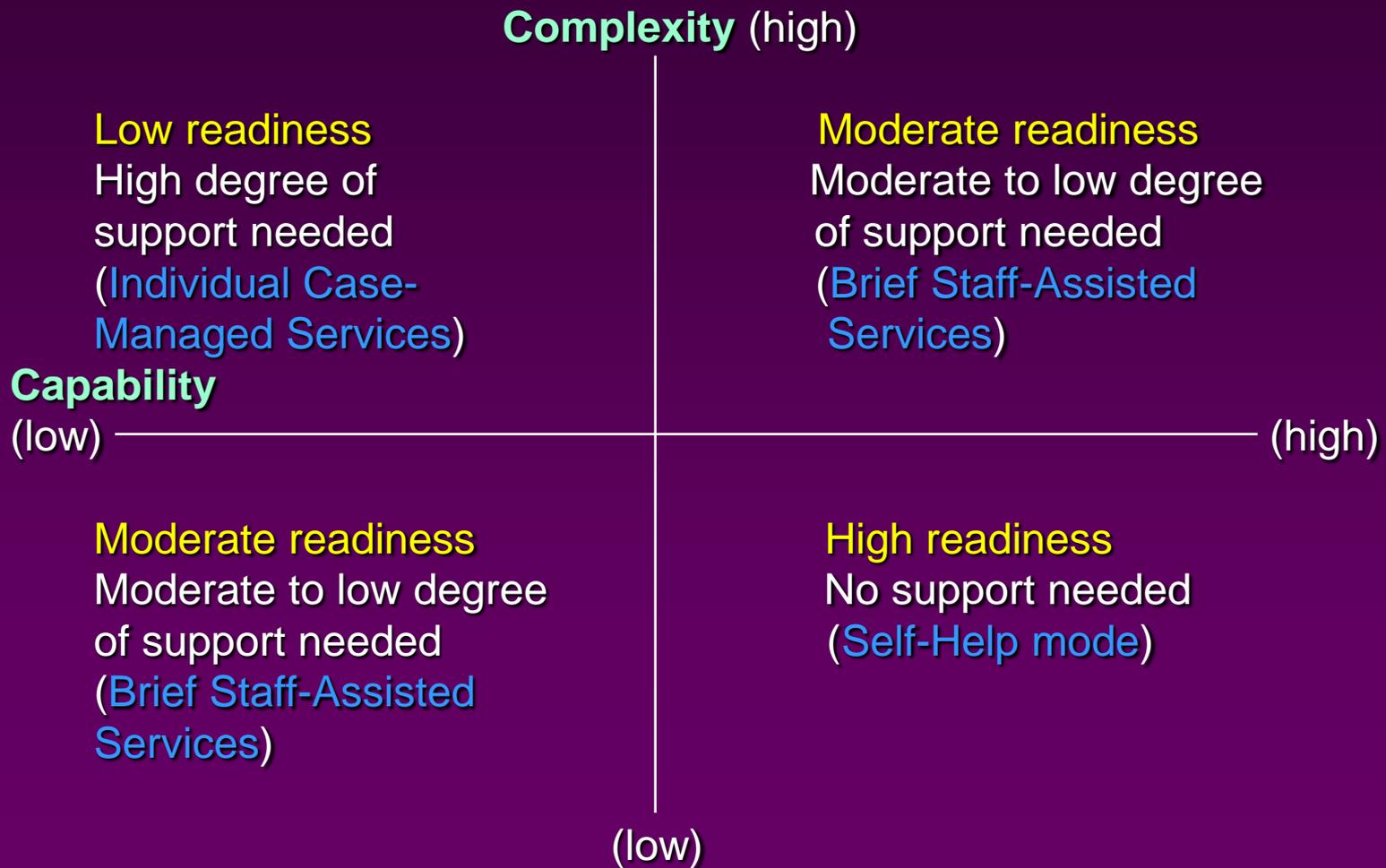
# CIP Readiness Model



# CIP Readiness Model



# CIP Readiness Model



# A Generic Sequence for Services

1. Initial interview
2. Preliminary assessment (**Readiness**)
3. Define problem and analyze causes
4. Formulate goals
5. Develop individual learning plan (ILP)
6. Execute individual learning plan
7. Summative review and generalization

# Initial Interview

Gain qualitative information about the client's career problem

Screening also occurs at this step

# Initial Interview

The process of screening can be  
simple or involved

# Initial Interview

*“What brings you here today?”*

*“I would like to find information comparing the starting salaries of accountants and auditors.”*

Concrete request with no problems apparent

No further screening needed

# Initial Interview

Problematic use of resources  
detected by staff,

*"Are you finding the information you  
need?"*

If problems are apparent, more  
careful screening then occurs.

# Initial Interview

“I have changed programs of study several times and I am uncertain about the future.”

Vague request - potential problems

More careful screening needed prior to delivering services

# Preliminary Assessment

Screening instrument used to provide information about the client's career problem and **readiness** for career choice

# Preliminary Assessment

## Characteristics of effective screening instruments

- being relatively quickly administered
- being hand scorable
- having appropriate norms

# Preliminary Assessment

## Selected Hand-Scoring Screening Measures

Career Decision Scale

My Vocational Situation

Career Decision Profile

Career Factors Inventory

Career Beliefs Inventory

Career Attitudes and Strategies Inventory

Career Maturity Inventory-Revised

Career Thoughts Inventory

# Preliminary Assessment

## Selected Hand-Scoring Screening Measures

Career Decision Scale

My Vocational Situation

Career Decision Profile

Career Factors Inventory

Career Beliefs Inventory

Career Attitudes and Strategies Inventory

Career Maturity Inventory-Revised

**Career Thoughts Inventory**

# Define Problem & Analyze Causes

Understand the problem as a **gap** between where the client is and where the client needs to be

Consider possible causes

# Formulate Goals

Counselor and client develop goals to narrow the gap

# Develop Individual Learning Plan

Help the client to identify a sequence of resources and activities to meet the client's goals

# Execute Individual Learning Plan

## Follow-through with the ILP

The practitioner provides

- encouragement,
- information,
- clarification,
- reinforcement, and
- planning for future experiences

# Summative Review & Generalization

Discuss progress toward achieving goals

Make plans for future use of career services

Discuss future use of problem-solving skills

# The CTI in Preliminary Assessment

A resource for

- Screening
- Needs Assessment
- Learning

# What is the CTI?

- Self-administered
- Objectively scored
- 48-Item measure of dysfunctional thoughts in career choice

# Terminology

All client materials use “negative”  
career thoughts

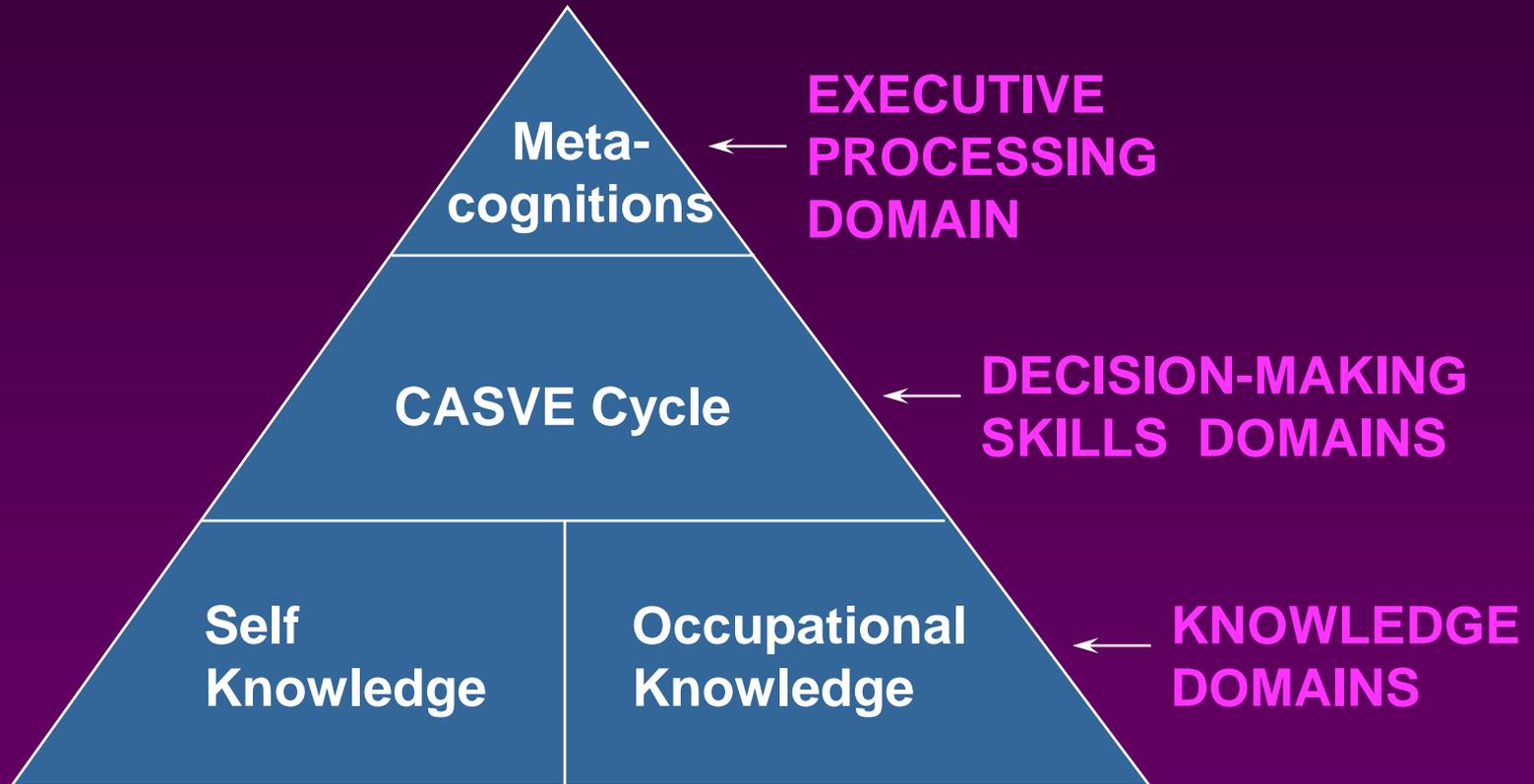
instead of

“dysfunctional” career thoughts

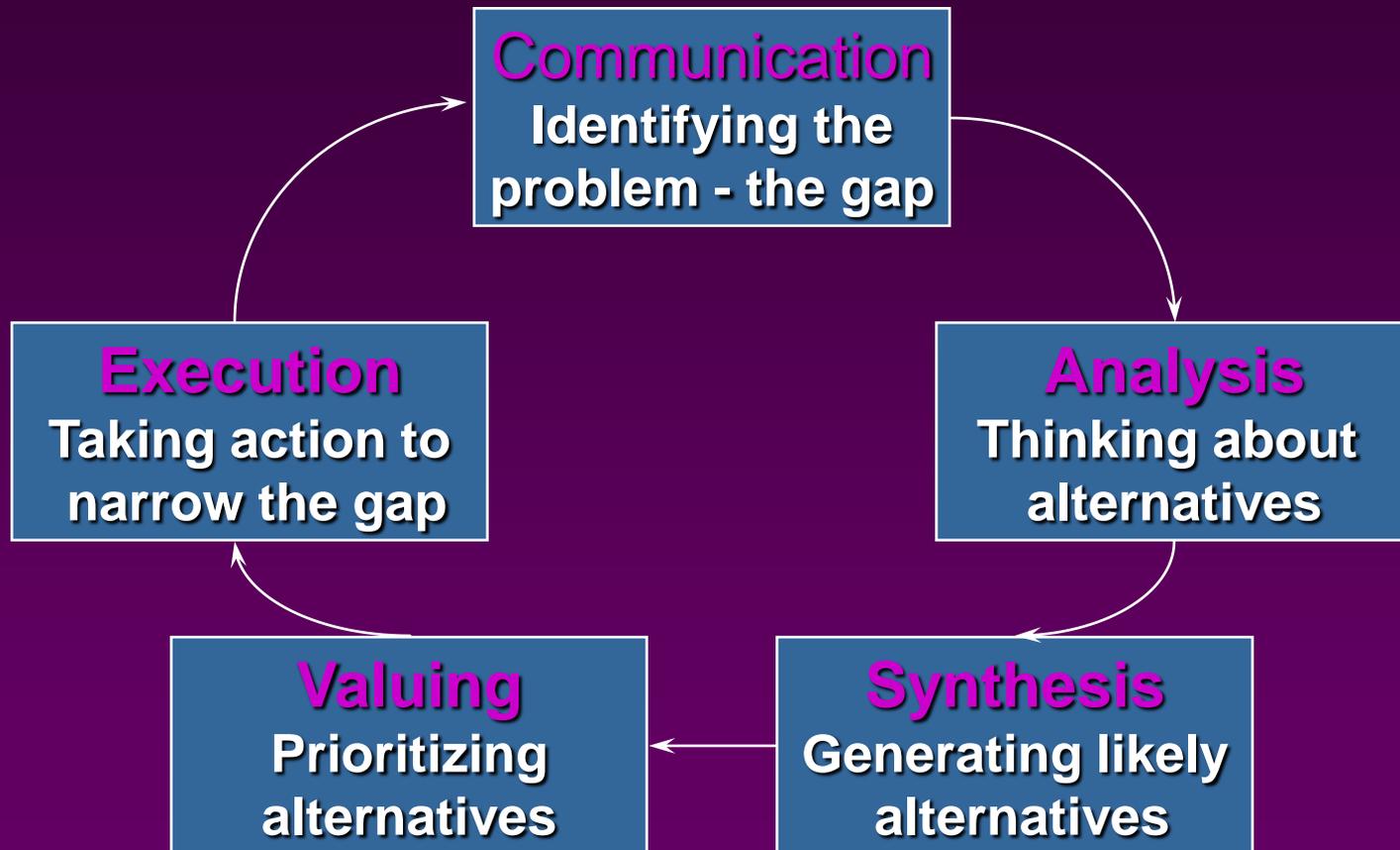
# Theoretical Basis of the CTI

- Cognitive Information Processing Theory
- Beck's Cognitive Theory

# Pyramid of Information Processing Domains



# CASVE Cycle



# 8 CIP Content Dimensions

- Self-knowledge
- Occupational Knowledge
- Communication
- Analysis
- Synthesis
- Valuing
- Execution
- Executive Processing

# CIP Readiness Model



# Beck's Cognitive Theory

Dysfunctional cognitions have a detrimental impact on behavior and emotions

# Beck's Cognitive Theory

Dysfunctional cognitions can be replaced with functional cognitions by

- Cognitive restructuring
- Collaborative empiricism
- Attention to emotions, and
- Development of an effective helping relationship

# Use of the CTI & CTI Workbook

- Screening
- Needs Assessment
- Learning

# Screening

- CTI Total Score -  
A single global indicator of dysfunctional thinking
- Help practitioners decide how much help an individual needs
- The practitioner makes a decision  
- Tests do not make decisions

# Career Thoughts Defined

Outcomes of one's **thinking** about

- assumptions,
- attitudes,
- behaviors,
- beliefs,
- feelings,
- plans, or
- strategies

related to career choice

# Screening

For all normative groups, **higher** CTI Total scores are associated with **lower** scores on

- vocational identity,
- certainty, and
- knowledge about occupations and training

# Screening

For all normative groups, **higher** CTI Total scores are associated with **higher** scores on

- indecision,
- neuroticism, and
- vulnerability

# Screening

Adults with **Higher** CTI Total scores also tend to have

- a greater need for information,
- be less decided,
- perceive more barriers to choice, &
- be more anxious.

# Screening

College students with Higher CTI

Total scores also tend to be

- less decisive and
- more depressed

# Screening

High School Students with Higher  
CTI Total scores also tend to

- lack self-clarity

# Needs Assessment

Identifying the specific nature of dysfunctional thinking

CTI Construct scores

- Decision-making confusion
- Commitment anxiety
- External conflict

# Decision-Making Confusion

Inability to initiate or sustain the decision making due to

- disabling emotions
- a lack of understanding about decision making

# Commitment Anxiety

Inability to commit to a specific career choice, accompanied by decision making anxiety

# External Conflict

Inability to balance self-perceptions  
with input from significant others

Difficulty in assuming responsibility  
for decision making

# Needs Assessment

CTI Construct scores related to  
**capability**

- Decision-making confusion
- Commitment anxiety

CTI Construct scores related to  
**complexity**

- External conflict

# Learning

Use the CTI and CTI Workbook to help clients:

- Identify
- Challenge
- Alter
- Act

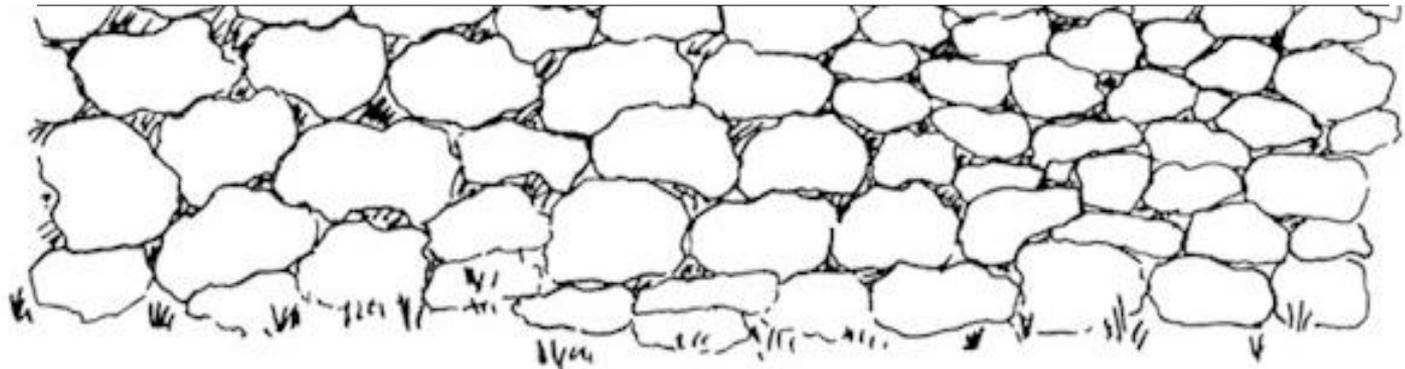
# CTI Workbook Sections

1. Identifying Your Total Amount of Negative Career Thoughts
2. Identifying the Nature of Your Negative Career Thoughts
3. Challenging and Altering Your Negative Career Thoughts and Taking Action
4. Improving Your Ability to Make Good Decisions
5. Making Good Use of Support from Other People

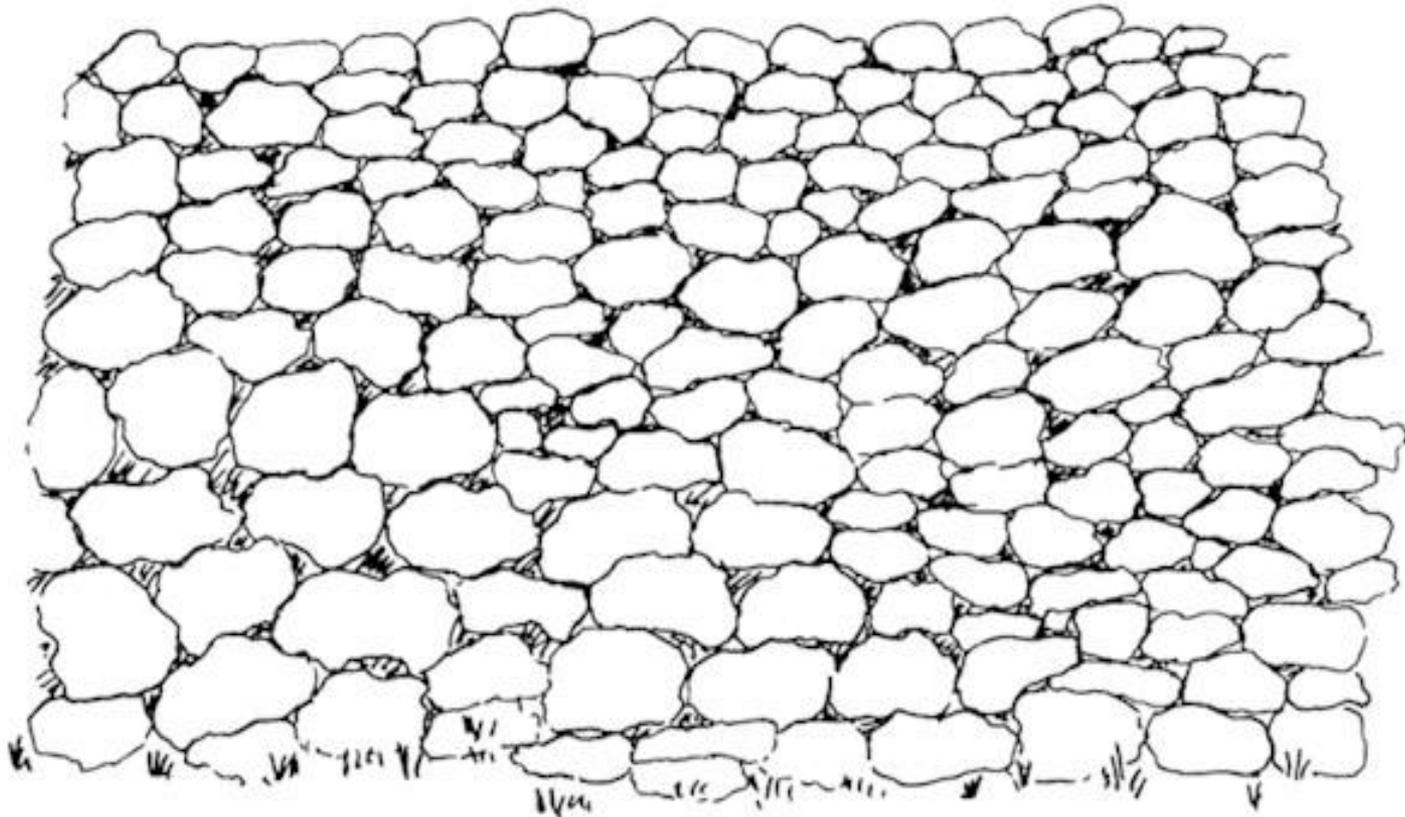
# Use of Metaphors

- Common, simple representations of concepts - linked to more abstract constructs
  - Stone wall - impact of negative thoughts on decision making
  - Uneven stone wall - priorities for cognitive restructuring
  - Cooking with a recipe - the content and process of decision making

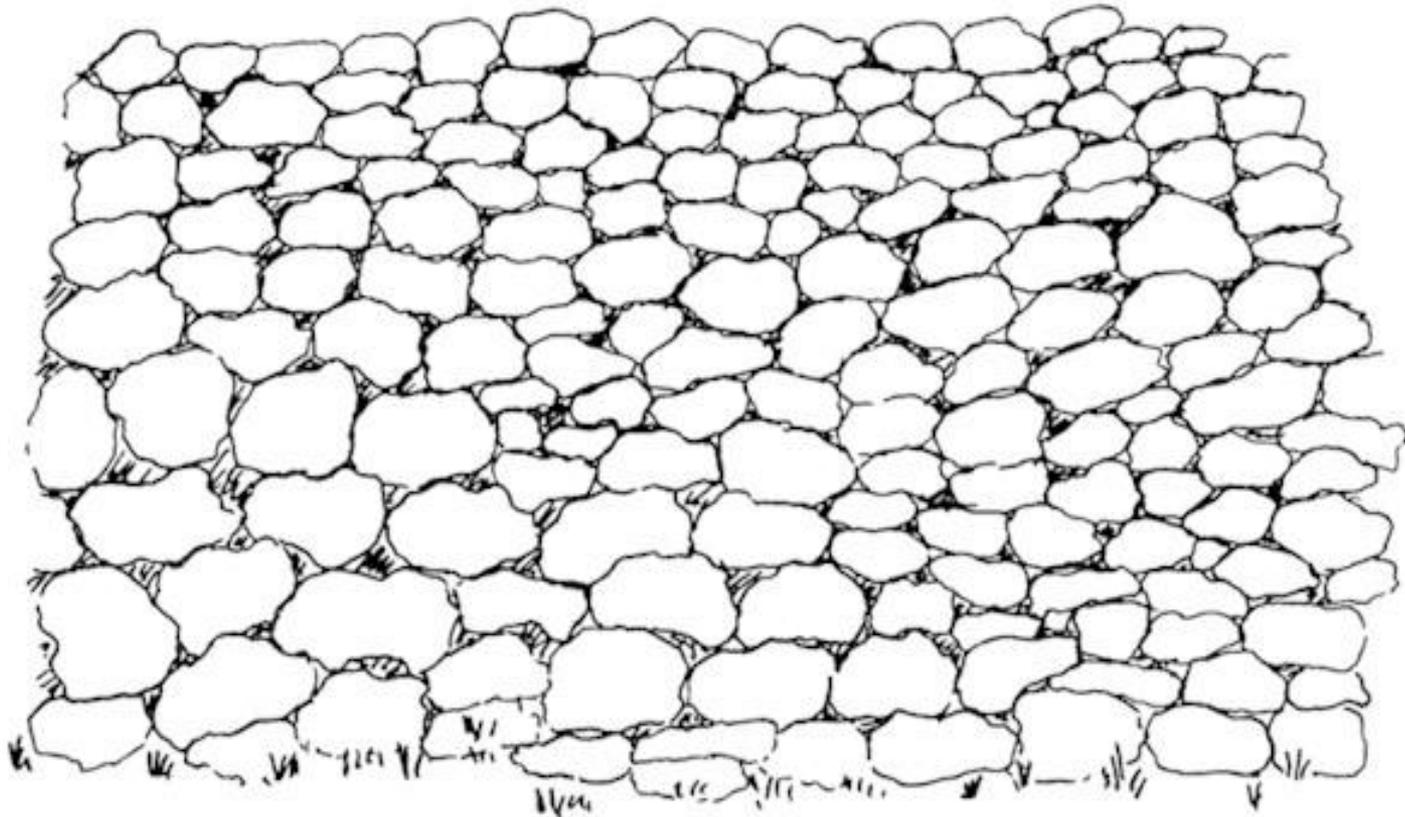
# Low Amount of Negative Career Thoughts



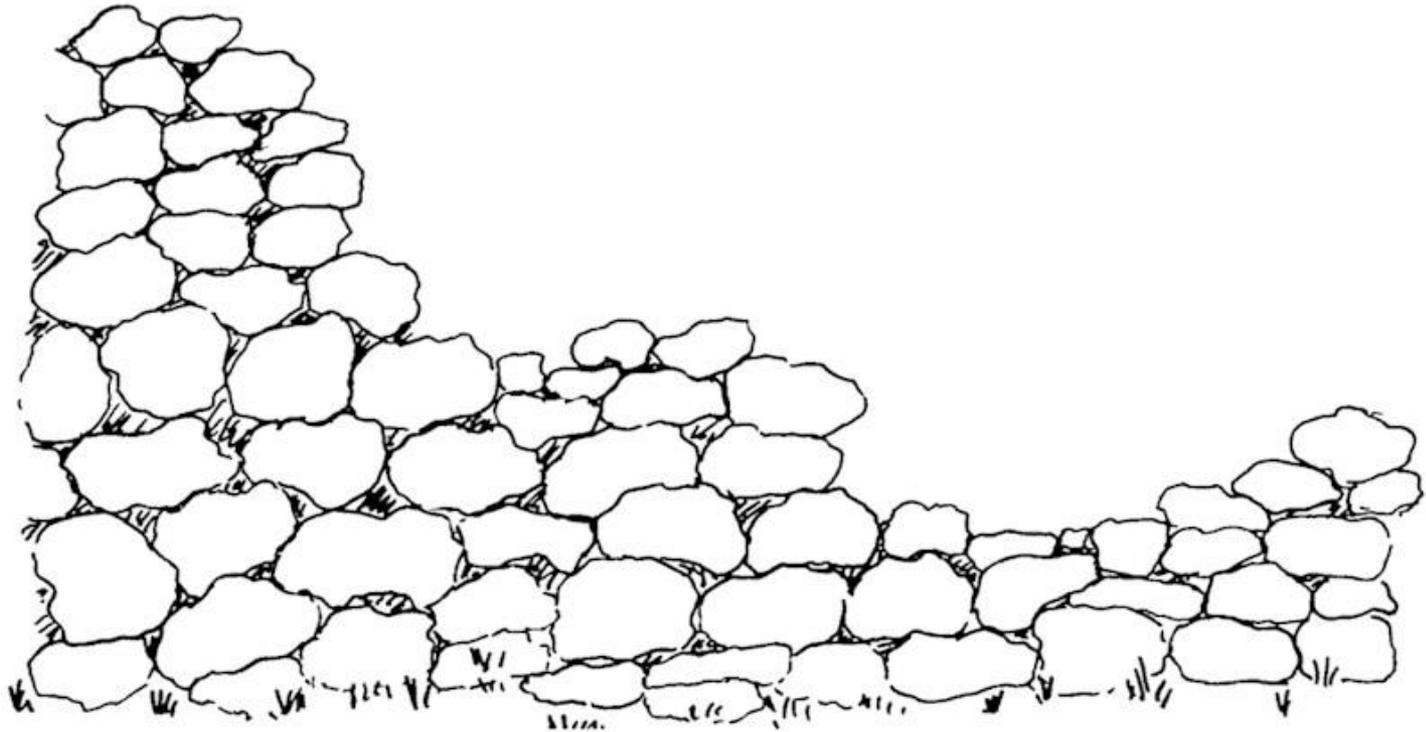
# High Amount of Negative Career Thoughts



# Amount of Negative Career Thoughts

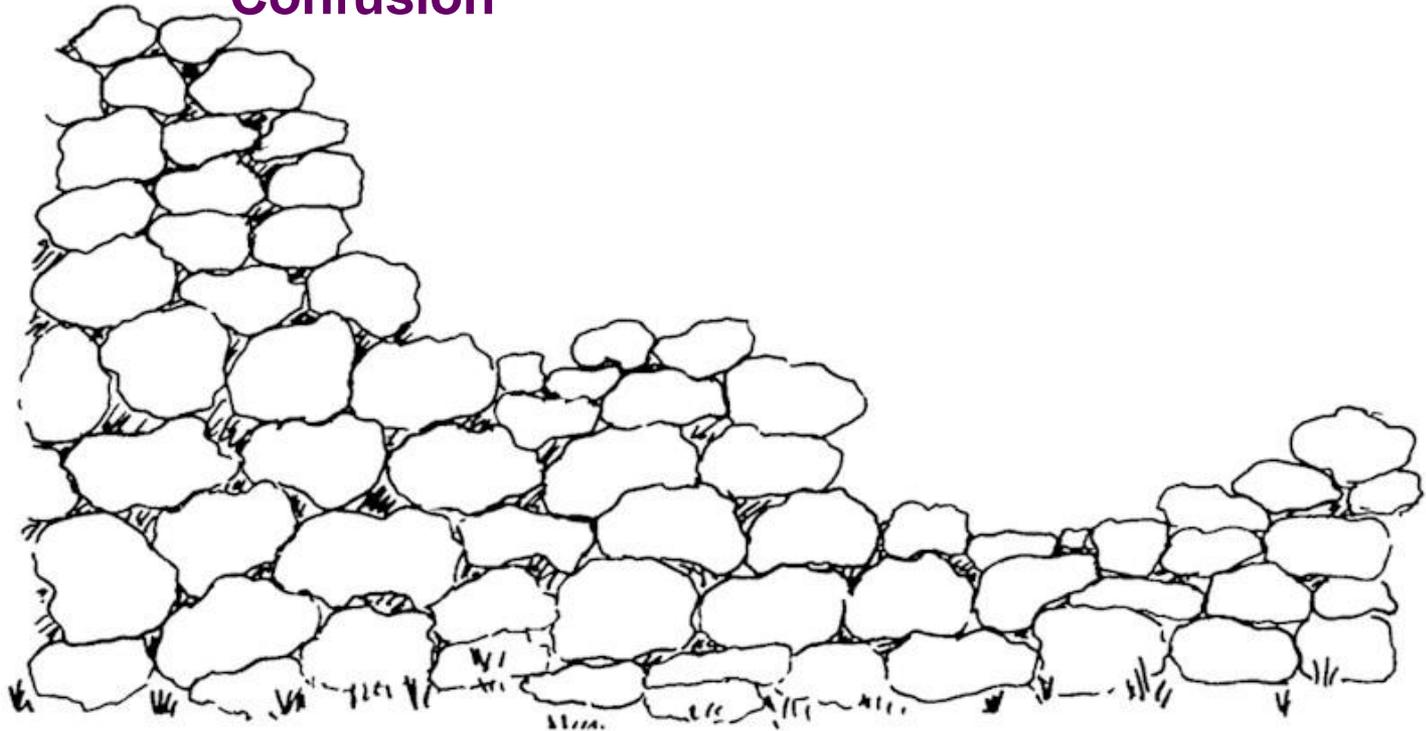


# Identifying the Nature of Negative Career Thoughts



# Identifying the Nature of Negative Career Thoughts

## Decision-Making Confusion



# Identifying the Nature of Negative Career Thoughts

**Decision-Making  
Confusion**

**Commitment  
Anxiety**



# Identifying the Nature of Negative Career Thoughts

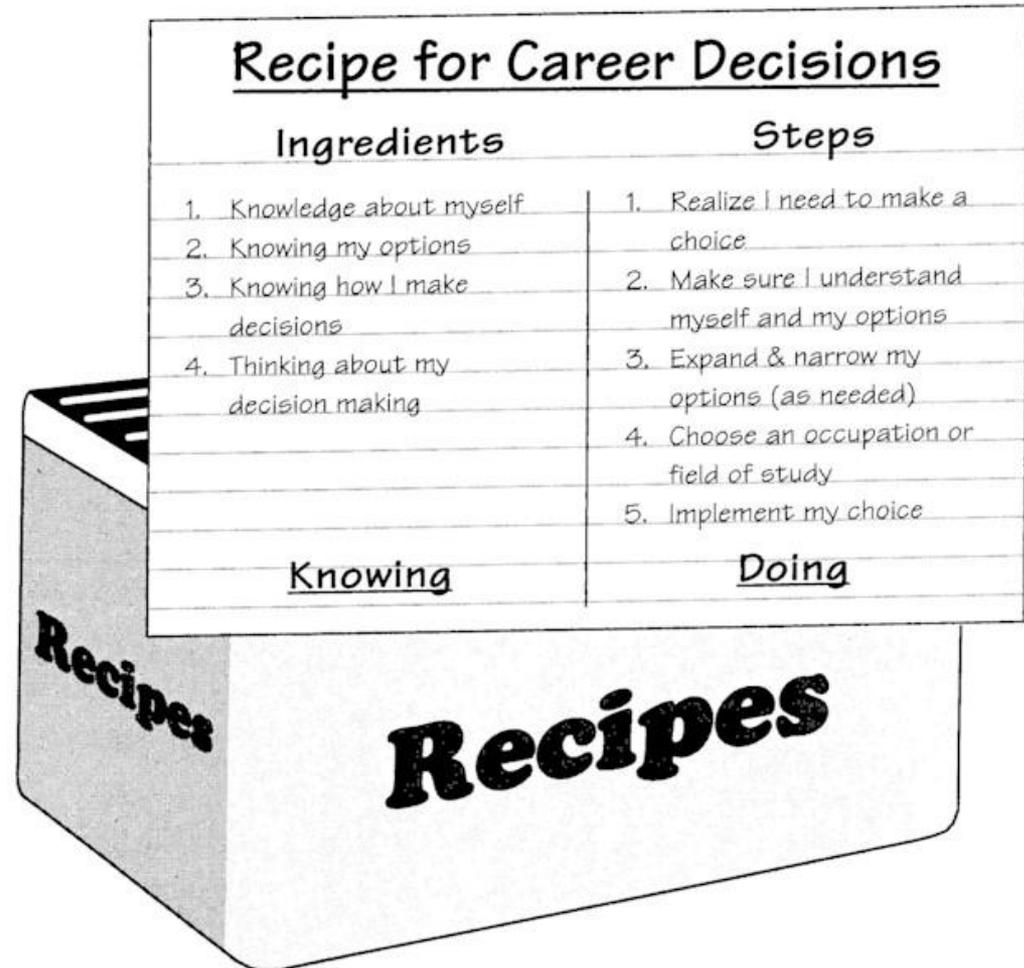
**Decision-Making  
Confusion**

**Commitment  
Anxiety**

**External  
Conflict**



# Improving Your Ability to Make Good Decisions



# Recipe for Career Decisions

## **Ingredients**

1. Knowledge about myself
2. Knowing my options
3. Know how I make decisions
4. Thinking about my decision making

Knowing

## **Steps**

1. Realize I need to make a choice
2. Make sure I understand myself and my options
3. Expand & narrow my options (as needed)
4. Choose an occupation or field of study
5. Implement my choice

Doing

# Appropriate Users of the CTI

- 11th and 12th grade high school students
- College students
- Adults

# Readability

- CTI - 6.4 grade level
- CTI Workbook - 7.7 grade level

# Administration and Scoring

- Review directions with the user
- User completes the CTI in approximately 7-15 minutes
- Practitioner completes hand scoring in 3 - 5 minutes (or the user in some group settings)

# Diversity Issues

All items associated with gender and ethnicity were dropped from the CTI

# Diversity Issues

Consider the impact of group membership on career choice

Use the CTI as a stimulus to discuss diversity issues

# Professional Requirements

## Screening, Interpretation, and Intervention

- Training in human behavior, helping skills, & assessment
- Training in career development, career services, & cognitive therapy
- Supervised experience in delivering career services
- Familiarity with the CTI, CTI Workbook, & Professional Manual

# Professional Requirements

## Screening and Referral

- Training in helping skills & assessment
- Training in career development & career services
- Supervised experience in delivering career services
- Familiarity with the CTI, CTI Workbook, & portions of the Professional Manual

# Normative Data

- Adults (n=571)
- College students (n=595)
- 11th & 12th grade high school students (n=396)
- College & adult clients (n=376)
- Neutral in terms of gender & ethnicity
- Geographically diverse
- Importance of local norms

# Reliability

- Internal consistency
- Stability

# Validity

- Face
- Content
- Construct
- Convergent
- Criterion

# Utility

- Quickly administered
- Rapidly scored
- Easily interpreted
- Easily integrated
- Inexpensively used

# Case Studies

- **Karen**
  - 38 year old female seeking assistance at a community college
- **Jeff**
  - 20 year old sophomore seeking assistance from a college counseling center
- **Carmen**
  - 17 year old high school senior participating in a classroom guidance unit

# Questions for Processing Cases

- What can you say about this individual's level of readiness based on the information provided?
- What interventions would you use to help this individual?

# Screening & Selecting Options

# Screening & Selecting Options

Figure 1

**Individual Choice**

# Screening & Selecting Options

Figure 1

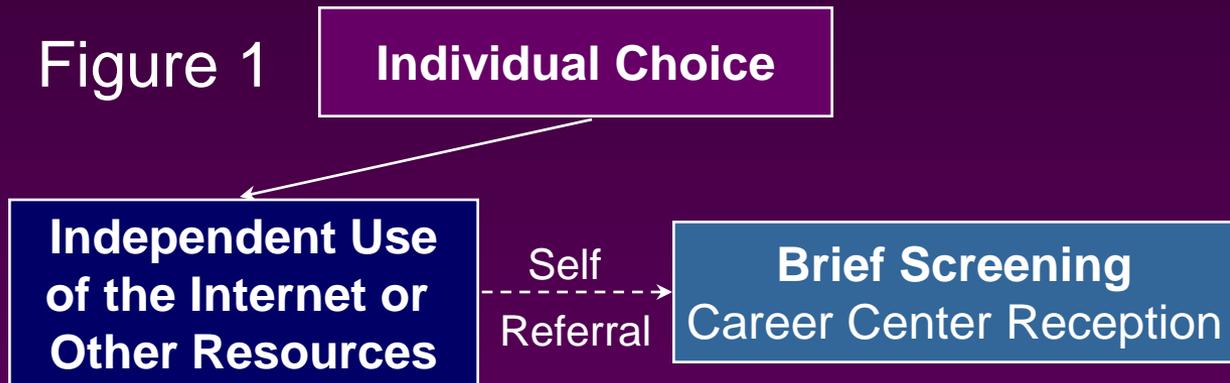
**Individual Choice**

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graph TD; A[Individual Choice] --> B[Independent Use of the Internet or Other Resources];
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**Independent Use  
of the Internet or  
Other Resources**

# Screening & Selecting Options

Figure 1



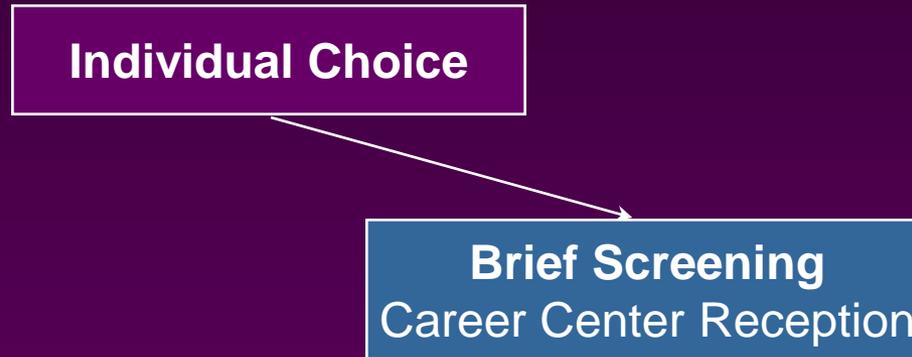
# Screening & Selecting Options

Figure 1

**Individual Choice**

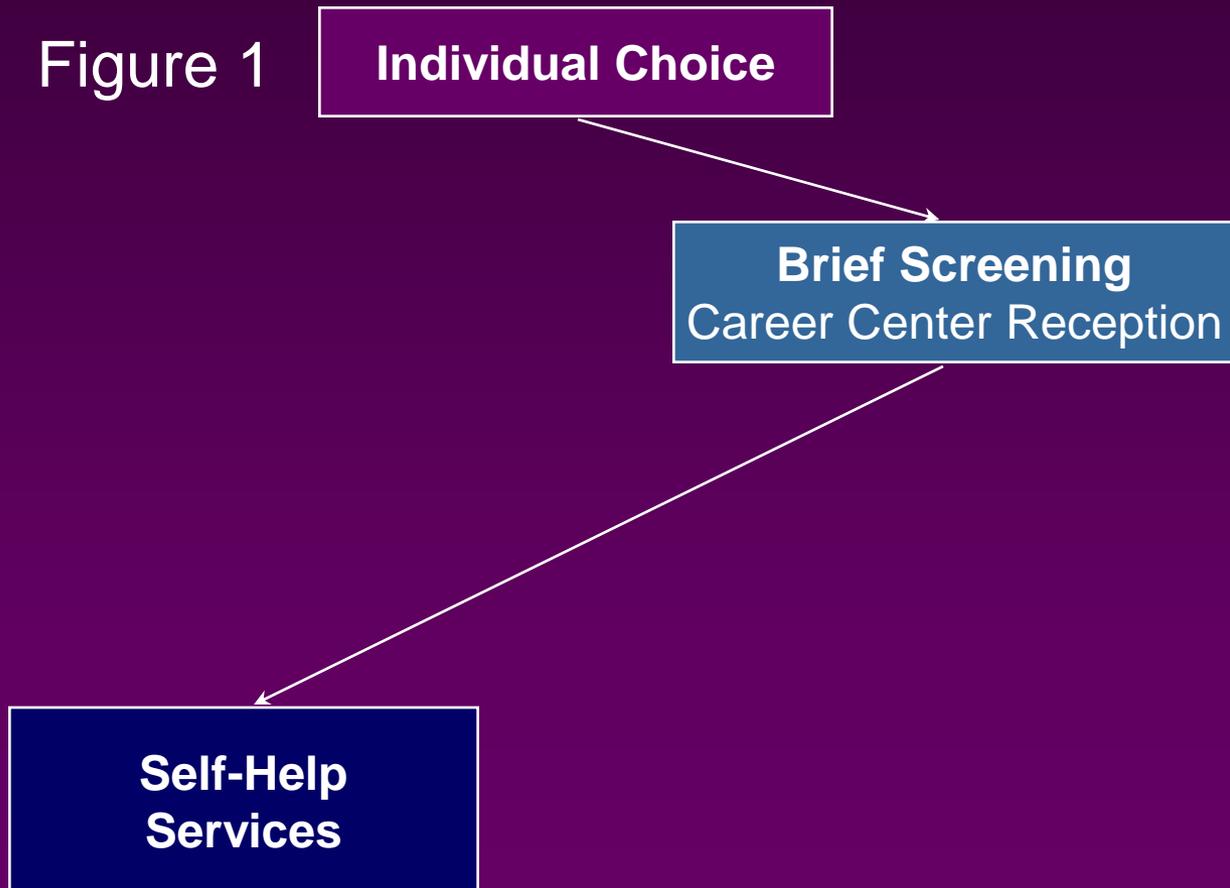
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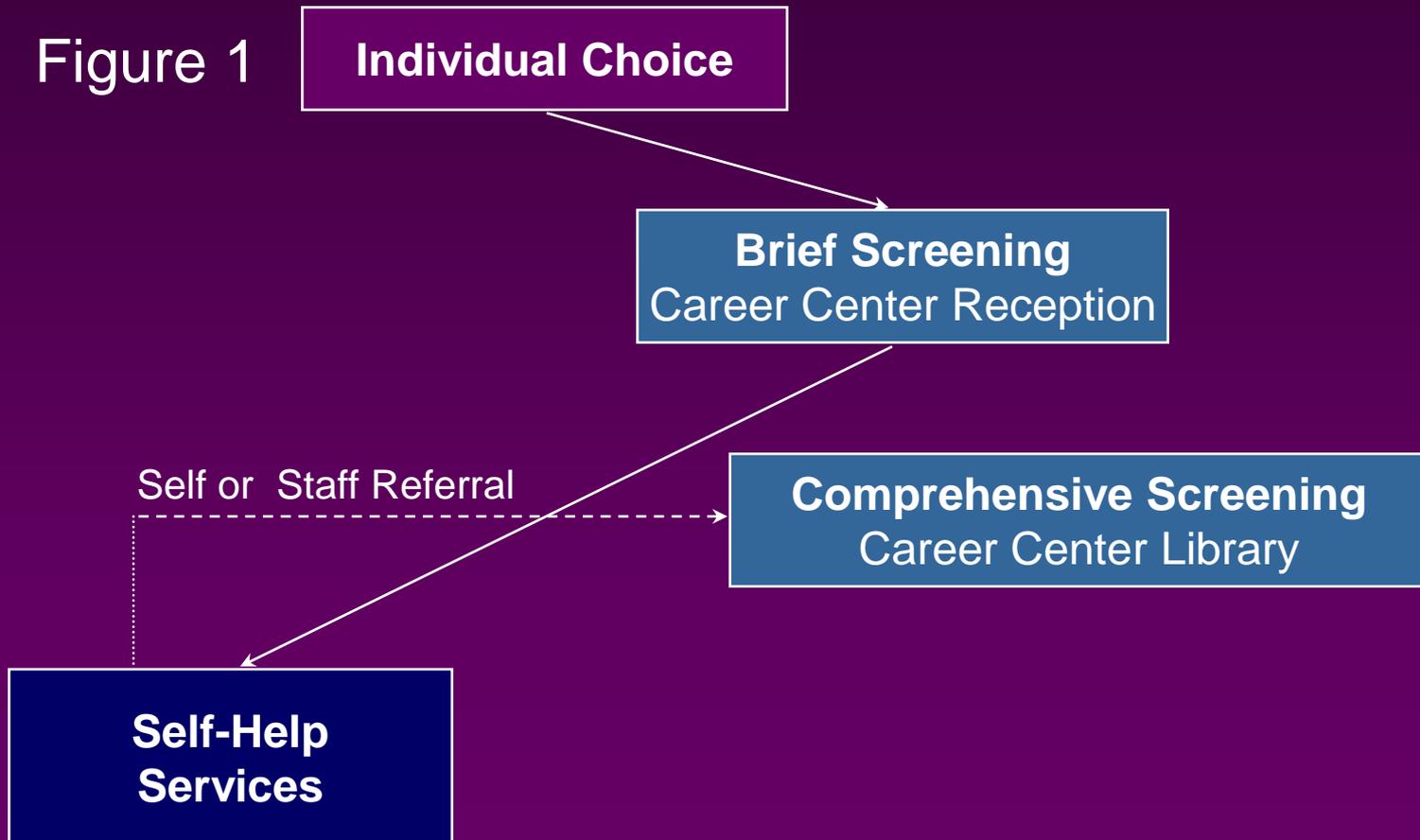
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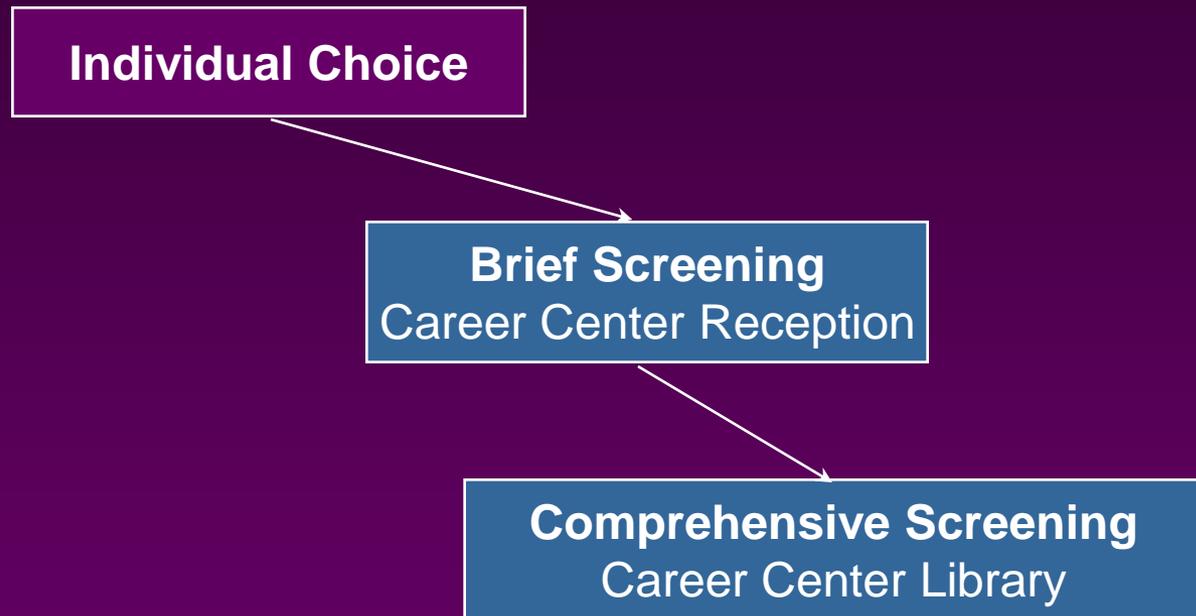
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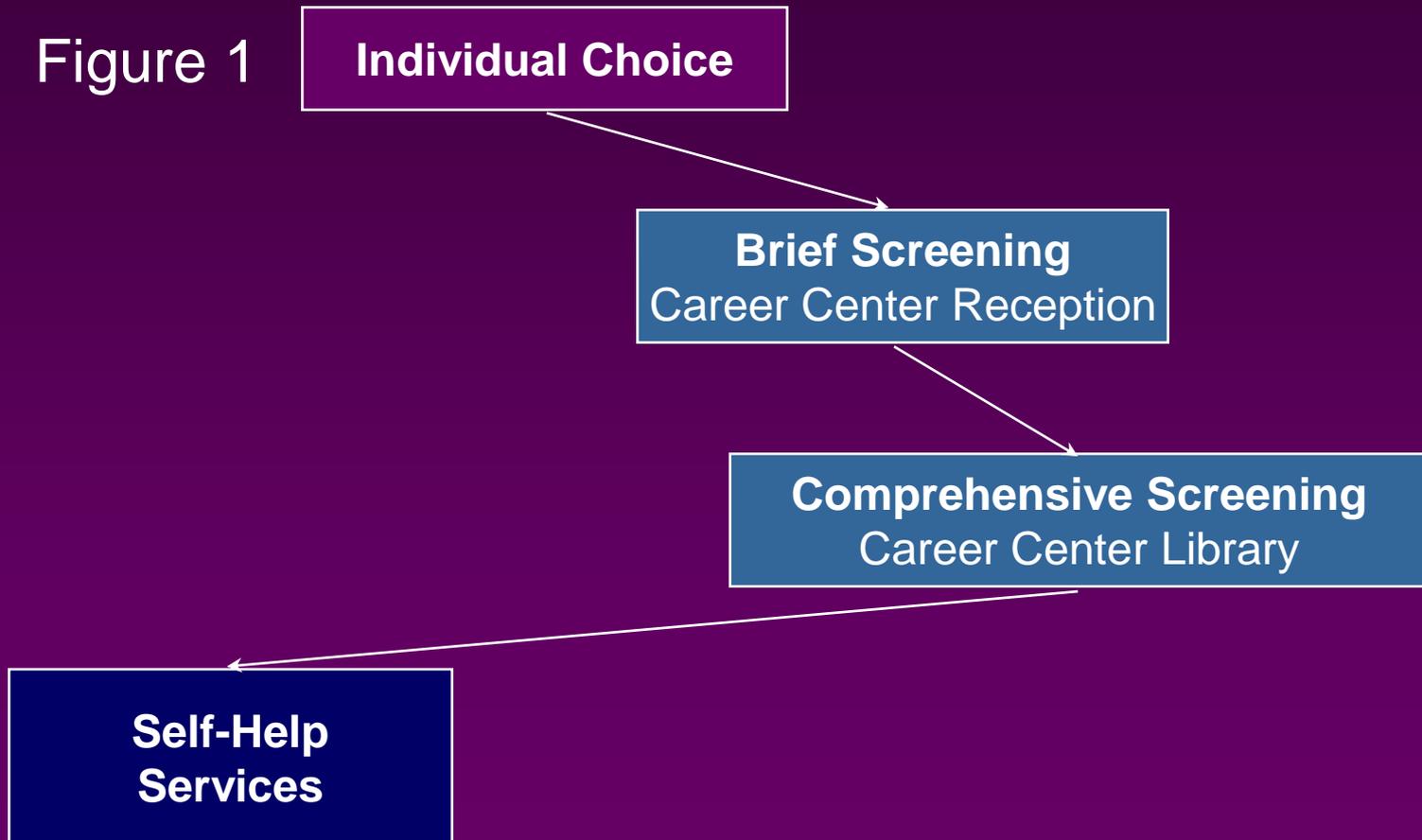
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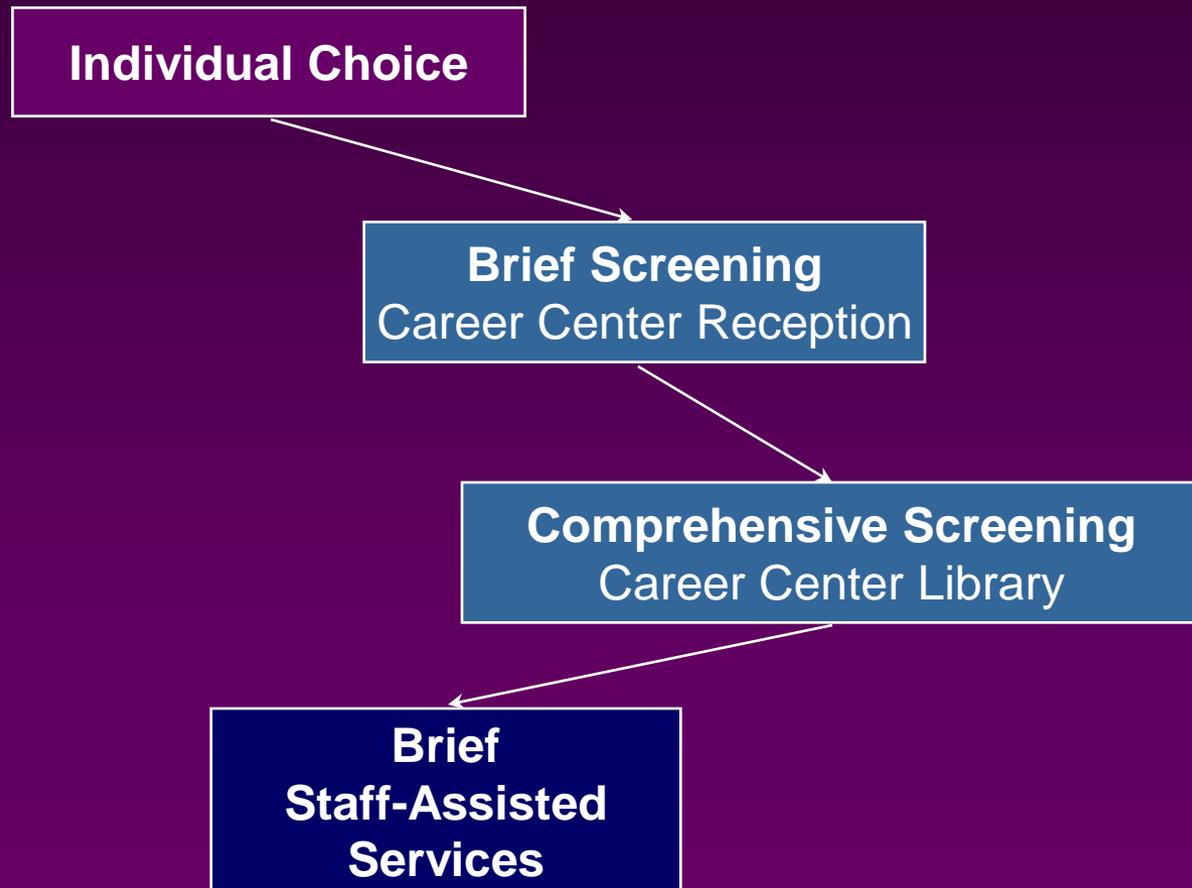
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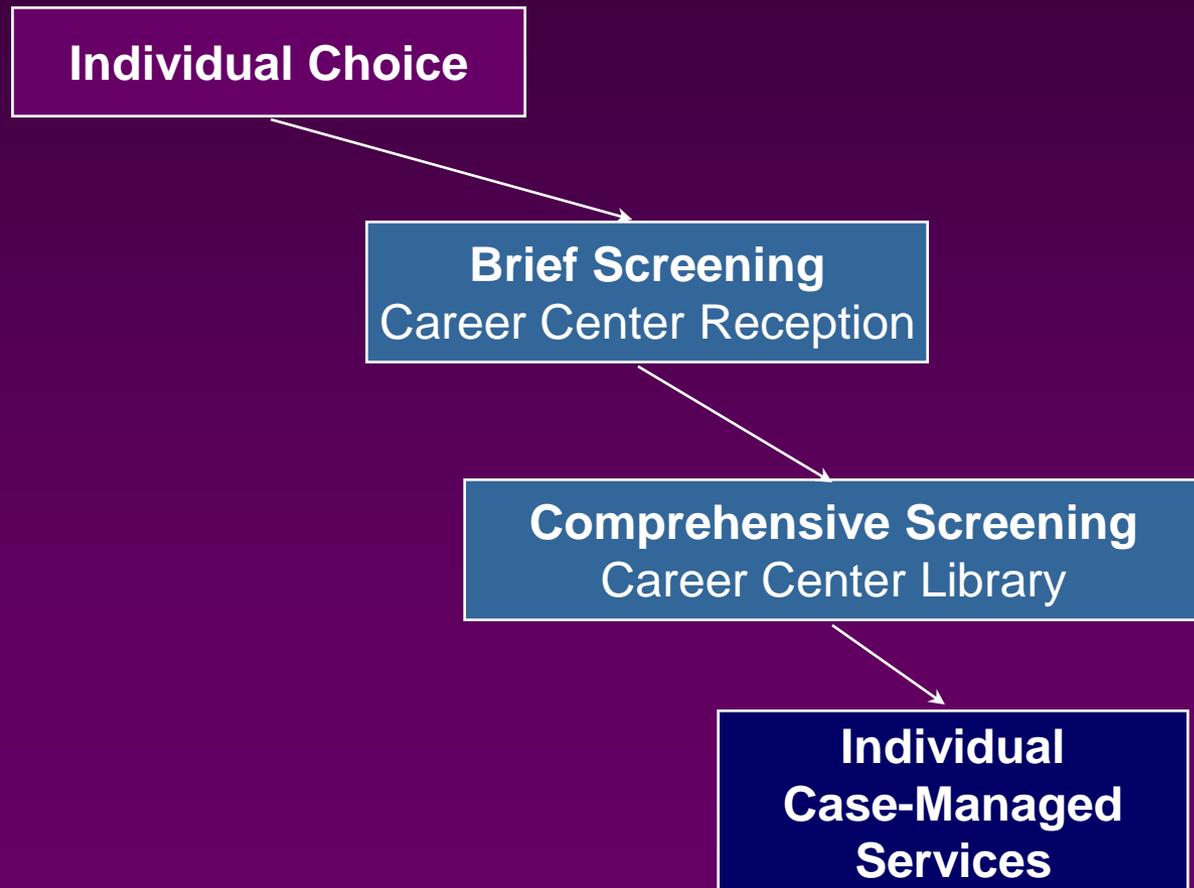
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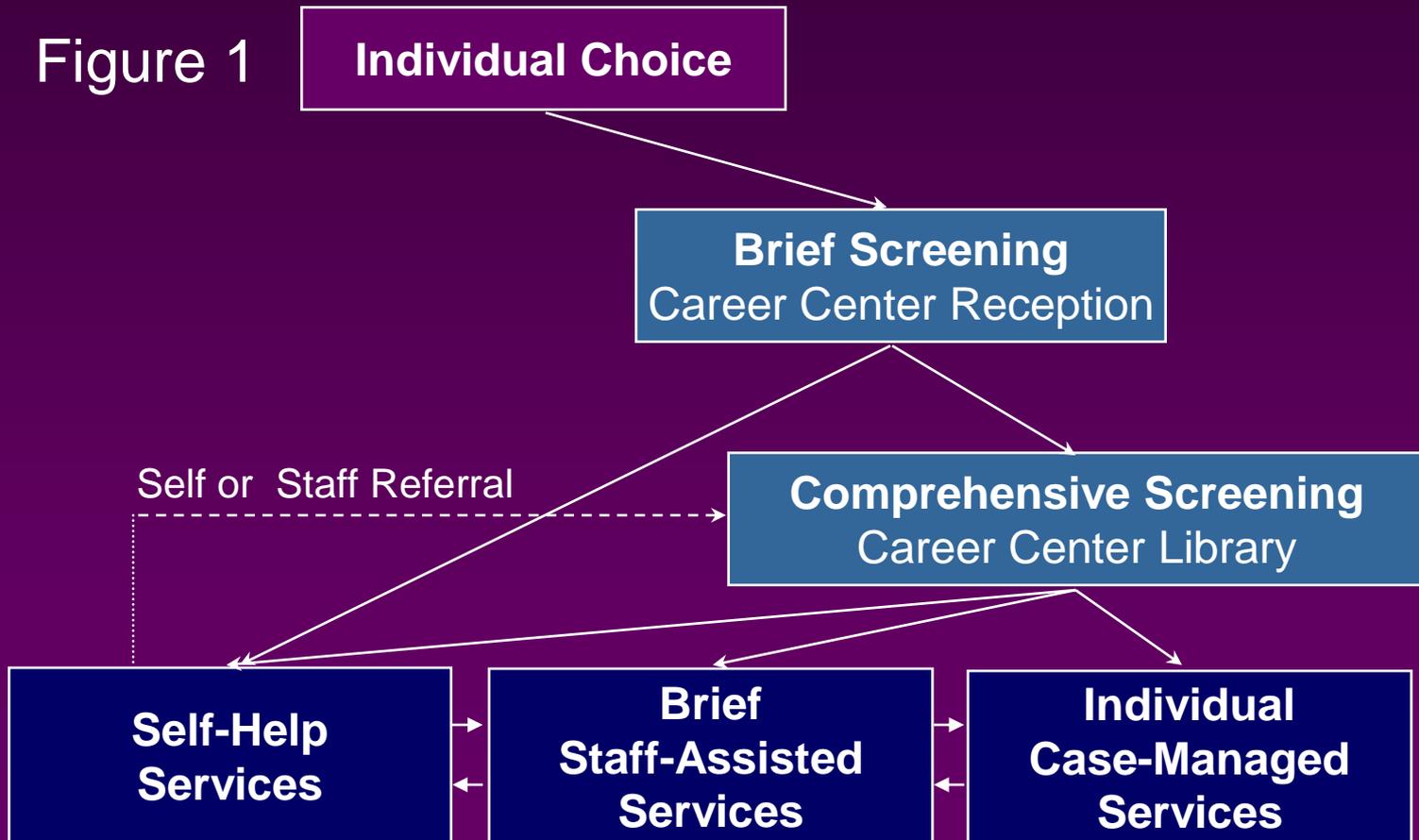
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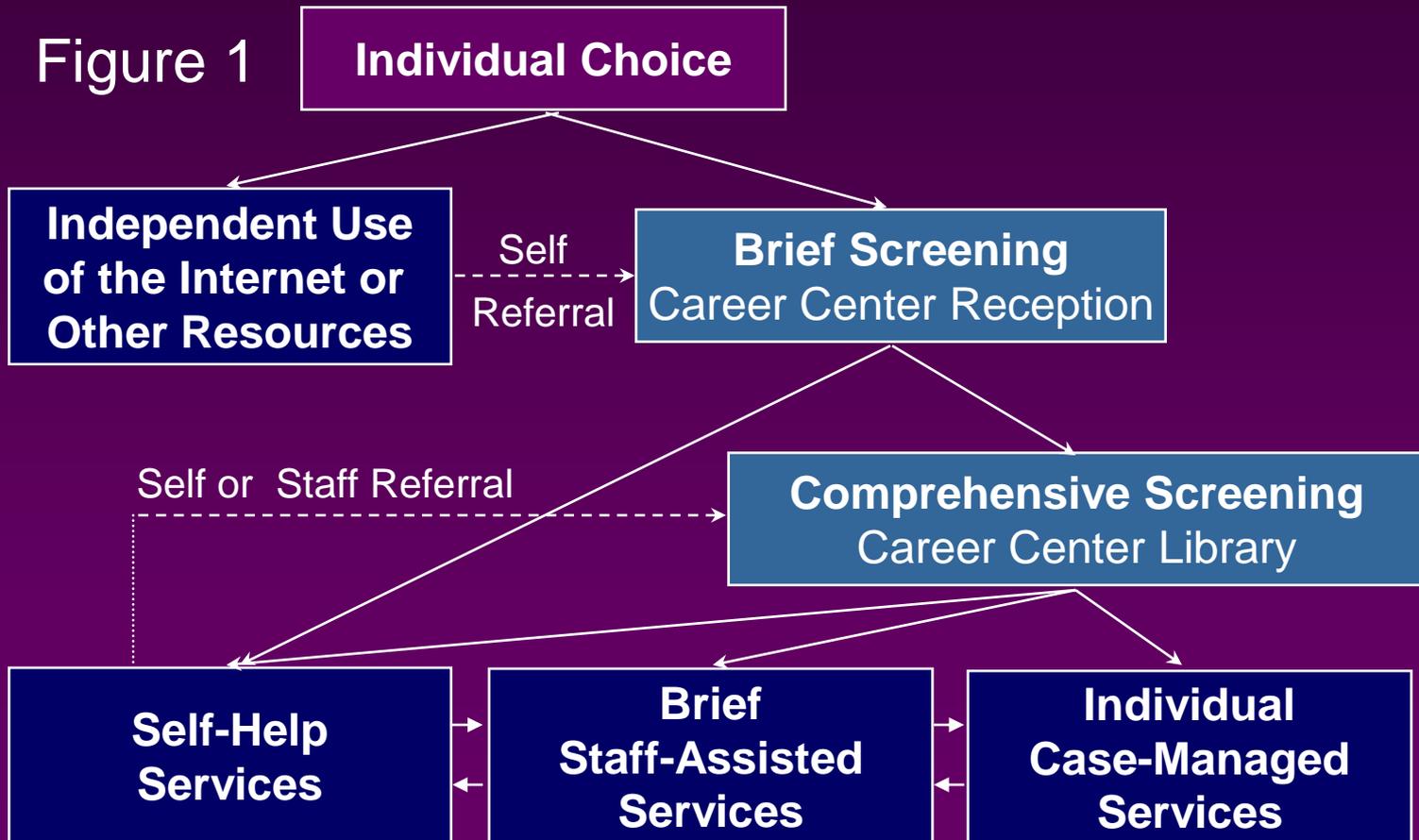
# Screening & Selecting Options

Figure 1



# Screening & Selecting Options

Figure 1



# Cost-Effective Career Services

Avoid **overserving** or **underserving** individuals by using readiness assessment (screening) to match needs with services

# Cost-Effective Career Services

The right **resource**  
used by the right **person**  
with the right level of **support**  
at the lowest possible **cost**

For Additional Information

[www.career.fsu.edu/techcenter/](http://www.career.fsu.edu/techcenter/)

Thank You